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DEPARTMENT OF ADULT EDUCATION, COMMUNITY DEVELOPMENT AND COUNSELLING PSYCHOLOGY (AECDCP)

PROGRAMS:	Specializations:	Degrees:
ADULT EDUCATION	•Community, International and Transformative Learning	M.Ed.; M.A; Ed.D; Ph.D.
	Subspecializations *(optional)*	
	- *Comparative, International, and Development Education (Collaborative)*	M.Ed; M.A; Ed.D; Ph.D.
	- *Environmental Studies (Collaborative)*	M.Ed; M.A; Ed.D; Ph.D.
	- Transformative Learning (Interdepartmental)	M.Ed; M.A; Ed.D; Ph.D.
	- *Women's Studies (GCWS) (Collaborative)*	M.Ed; M.A; Ed.D; Ph.D.
	•Learning and Teaching	M.Ed; M.A; Ed.D; Ph.D.
	Subspecialization *(optional)*	
	- *Aboriginal Education (Interdepartmental)*	M.Ed; M.A; Ed.D; Ph.D. (pending approval)
	•Women's Studies/Feminist Studies (Interdepartmental)	M.Ed; M.A; Ed.D; Ph.D.
	•Workplace Learning and Change	M.Ed; M.A; Ed.D; Ph.D.
COUNSELLING PSYCHOLOGY	•Counselling Psychology for Community Settings	M.Ed; Ed.D.
	•Counselling Psychology for Psychology Specialists	M.Ed; Ed.D.
	•Guidance and Counselling	M.Ed.

DEPARTMENT OF CURRICULUM, TEACHING AND LEARNING (CTL)

PROGRAMS:	Specializations:	Degrees:
	•Aboriginal Education (Interdepartmental)	M.Ed; M.A; Ed.D; Ph.D. (pending approval)
CURRICULUM	•Adaptive Instruction	M.Ed; M.A; Ed.D; Ph.D.
	•Comparative, International, and Development Education (Collaborative)	M.Ed; M.A; Ed.D; Ph.D.
	•Computer Applications	M.Ed; M.A; Ed.D; Ph.D.
	•Curriculum Studies	M.Ed; M.A; Ed.D; Ph.D.
	•Environmental Studies (Collaborative)	M.Ed; M.A; Ed.D; Ph.D.
	•Gender Equity in Education (Interdepartmental)	M.Ed.
	•Holistic and Aesthetic Education	M.Ed; M.A; Ed.D; Ph.D.
	•Science, Mathematics and Technology Education	M.Ed; M.A; Ed.D; Ph.D.
	•Social Justice and Cultural Studies in Education	M.Ed; M.A; Ed.D; Ph.D.
	•Transformative Learning (Interdepartmental)	M.Ed; M.A; Ed.D; Ph.D.
	•Women's Studies (GCWS) (Collaborative)	M.Ed; M.A; Ed.D; Ph.D.
	•Women's Studies/Feminist Studies (Interdepartmental)	M.Ed; M.A; Ed.D; Ph.D.
HUMAN DEVELOPMENT AND CURRICULUM (MASTER OF TEACHING)	•Primary/Junior Education	M.T. (pending approval)
	•Junior/Intermediate Education	M.T. (pending approval)
MASTER OF ARTS IN TEACHING	N/A	M.A.(T).
MEASUREMENT AND EVALUATION	•Measurement and Evaluation	M.Ed; M.A; Ed.D; Ph.D.
	Subspecialization *(optional)*	
	- *Comparative, International, and Development Education (Collaborative)*	M.Ed; M.A; Ed.D; Ph.D.
SECOND LANGUAGE EDUCATION	•Second Language Education	M.Ed; M.A; Ed.D; Ph.D.
	Subspecialization *(optional)*	
	- *Comparative, International, and Development Education (Collaborative)*	M.Ed; M.A; Ed.D; Ph.D.
TEACHER DEVELOPMENT	•Teacher Development	M.Ed; M.A; Ed.D; Ph.D.
	Subspecialization *(optional)*	
	- *Comparative, International, and Development Education (Collaborative)*	M.Ed; M.A; Ed.D; Ph.D.
	•Gender Equity in Education (Interdepartmental)	M.Ed.

DEPARTMENT OF HUMAN DEVELOPMENT AND APPLIED PSYCHOLOGY (HDAP)

PROGRAMS:	Specializations:	Degrees:
CHILD STUDY AND EDUCATION (2yr)	•Primary Education	M.A.
	•Special Education	M.A.
CHILD STUDY AND EDUCATION (1yr)	N/A	M.A.
HUMAN DEVELOPMENT AND CURRICULUM (MASTER OF TEACHING)	•Primary/Junior Education	M.T. (pending approval)
	•Junior/Intermediate Education	M.T. (pending approval)
HUMAN DEVELOPMENT AND EDUCATION	•Adaptive Instruction and Special Education	M.Ed; M.A; Ed.D; Ph.D.
	•Applied Cognitive Science	M.Ed; M.A; Ed.D; Ph.D.
	•Early Childhood Education	M.Ed; M.A; Ed.D; Ph.D.
SCHOOL AND CHILD-CLINICAL PSYCHOLOGY	N/A	M.A; Ph.D.

DEPARTMENT OF SOCIOLOGY AND EQUITY STUDIES IN EDUCATION (SESE)
LE DÉPARTMENT DE SOCIOLOGIE ET D'ÉTUDES DE L'ÉQUITÉ EN ÉDUCATION (SESE)

PROGRAMS:	Specializations:	Degrees:
SOCIOLOGY IN EDUCATION	•Sociology in Education	M.Ed; M.A; Ed.D; Ph.D.
	Subspecializations *(optional)*	
	- Comparative, International, and Development Education (Collaborative)	M.Ed; M.A; Ed.D; Ph.D.
	- Environmental Studies (Collaborative)	M.Ed; M.A; Ed.D; Ph.D.
	- Women's Studies (GCWS) (Collaborative)	M.Ed; M.A; Ed.D; Ph.D.
	•Aboriginal Education (Interdepartmental)	M.Ed; M.A; Ed.D; Ph.D. (pending approval)
	•Gender Equity in Education (Interdepartmental)	M.Ed.
	•Transformative Learning (Interdepartmental)	M.Ed; M.A; Ed.D; Ph.D.
	•Women's Studies/Feminist Studies (Interdepartmental)	M.Ed; M.A; Ed.D; Ph.D.

DEPARTMENT OF THEORY & POLICY STUDIES IN EDUCATION (TPS)

PROGRAMS:	Specializations:	Degrees:
EDUCATIONAL ADMINISTRATION	•Educational Administration	M.Ed; M.A; Ed.D; Ph.D.
	•Administrator Doctoral Cohort	Ed.D.
	•Gender Equity in Education (Interdepartmental)	M.Ed.
	•Women's Studies/Feminist Studies (Interdepartmental)	M.Ed; M.A; Ed.D; Ph.D.
HIGHER EDUCATION	•Higher Education	M.Ed; M.A; Ed.D; Ph.D.
	Subspecialization *(optional)*	
	- Comparative, International, and Development Education (Collaborative)	M.Ed; M.A; Ed.D; PH.D
	•Aboriginal Education (Interdepartmental)	M.Ed; M.A; Ed.D; Ph.D. (pending approval)
	•Gender Equity in Education (Interdepartmental)	M.Ed.
	•Health Professional Education	M.Ed.
	•Women's Studies/Feminist Studies (Interdepartmental)	M.Ed; M.A; Ed.D; Ph.D.
HISTORY AND PHILOSOPHY OF EDUCATION	•History of Education	M.Ed; M.A; Ed.D; Ph.D.
	Subspecializations *(optional)*	
	- Comparative, International, and Development Education (Collaborative)	M.Ed; M.A; Ed.D; Ph.D.
	- Women's Studies (GCWS) (Collaborative)	M.Ed; M.A; Ed.D; Ph.D.
	•Philosophy of Education	M.Ed; M.A; Ed.D; Ph.D.
	Subspecializations *(optional)*	
	- Comparative, International, and Development Education (Collaborative)	M.Ed; M.A; Ed.D; Ph.D.
	- Women's Studies (GCWS) (Collaborative)	M.Ed; M.A; Ed.D; Ph.D.
	•Gender Equity in Education (Interdepartmental)	M.Ed.
	•Transformative Learning (Interdepartmental)	M.Ed; M.A; Ed.D; Ph.D.
	•Women's Studies/Feminist Studies (Interdepartmental)	M.Ed; M.A; Ed.D; Ph.D.

(grad programs - March 15, 2000)

OISE UT

Ontario Institute for Studies in Education
of the University of Toronto
252 Bloor Street West
Toronto, Ontario M5S 1V6

SUMMARY OF GRADUATE DEGREES, PROGRAMS, SPECIALIZATIONS and SUBSPECIALIZATIONS

2000/2001

NOTE: Candidates must apply for admission in the following sequence:
DEPARTMENT → PROGRAM →
Specialization (if applicable) → *Subspecialization (optional)*

Please consult the OISE/UT Bulletin for full details.

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OISE UT

Ontario Institute for Studies in Education
of the University of Toronto

Graduate Studies in Education

BULLETIN

2000/2001

Ontario Institute for Studies in Education of the
University of Toronto (OISE/UT)

Graduate Studies in Education

Bulletin

2000/2001

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IMPORTANT NOTICES

APPLICATIONS/ADMISSIONS

OISE/UT cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimum admission requirements.

CHANGES TO FEES

At time of publication, the 2000/2001 fees schedule has not yet been established; the amounts quoted in the Fees section, pages 238 - 240, are from the 1999/2000 schedule. Fees are subject to change by the Governing Council of the University of Toronto.

CHANGES TO POLICIES, DATES, REGULATIONS AND REQUIREMENTS

This *Bulletin* is published many months prior to the beginning of the Academic Year. Staff, programs, courses, regulations, grading practices policy and dates are expected to be as published. However, the University of Toronto and OISE/UT reserve the right to change any of the above published herein in order to properly exercise its educational responsibility. Such changes are effective at such times as the proper authorities determine, and may apply not only to prospective students but also to those who are already enrolled at OISE/UT.

COPYRIGHT IN COURSE LECTURES

Students wishing to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by physically disabled students, the instructor's consent will not be unreasonably withheld.

COURSE/PROGRAM LIMITATIONS

OISE/UT makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in programs, courses, or sections, and to withdraw courses or sections for which enrolment or resources are insufficient.

ENGLISH LANGUAGE FACILITY

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English. Language proficiency requirements are detailed on pages 37 - 38.

SGS REGULATIONS

All graduate degree programs are subject to the academic regulations of the University of Toronto, School of Graduate Studies (SGS). Applicants and students are advised to consult the School of Graduate Studies Calendar for full details.

STUDENT IDENTIFICATION NUMBER

Each student at the university is assigned a unique identification number. The number is confidential. The university, through the Policy on Access to Student Academic Records, strictly controls access to student identification numbers. The university assumes and expects that students will protect the confidentiality of their student identification numbers.

DEFINITIONS

AQ: Additional Qualifications for Teachers
MRP: Major Research Paper
QRP: Qualifying Research Paper
SGS: School of Graduate Studies

HISTORY AND FUNCTION OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION OF THE UNIVERSITY OF TORONTO (OISE/UT)

On July 1, 1996, the Ontario Institute for Studies in Education (OISE) and the Faculty of Education (FEUT) were integrated to form a new faculty within the university called the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). The following is an historical view of each of the two integrated institutions, their previous relationship and the vision and mission of the new institution - OISE/UT.

Ontario Institute for Studies in Education (OISE)

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. OISE had also been a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offered graduate programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees through its seven academic departments. Most courses were offered on campus, but some (about 25 per year) were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the university's School of Graduate Studies (SGS); graduating students received University of Toronto degrees.

OISE conducted major research and development projects through its internal research centres, its departments, and its Field Centres located across the province. In addition to its faculty, OISE had a professional research staff to assist in carrying out its research and development mandate.

HISTORY AND FUNCTION OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION OF THE UNIVERSITY OF TORONTO (OISE/UT)

Over the thirty years since its establishment, OISE developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission. From its inception, its faculty and students undertook studies addressing educational theory, policy and practice from early childhood to adult and higher education, in local, national, and international settings (including a Francophone setting), reflecting the scholarly traditions of many disciplines. OISE had also made a significant contribution to the development of critical theory in education and to feminist studies in education. Through its Field Centres, OISE maintained an important presence throughout the province.

The Faculty of Education (FEUT), University of Toronto Schools (UTS), and the Institute of Child Study (ICS)

When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools (UTS) to serve as a practice school or a laboratory school. While UTS has consistently offered an excellent academic program, its involvement in the teacher education program of the Faculty of Education has varied greatly over the years.

The Institute of Child Study (ICS) was founded in 1926 as the St. George's School of Child Study, the first university laboratory preschool in Canada. In 1939, it became the Institute of Child Study, the first of the University of Toronto's multi-disciplinary research centres, and in 1971 it became a constituent part of the Faculty of Education.

The previously described pattern of teacher training continued until after the close of World War I. In 1920, it came to an abrupt end when the Faculty at Toronto was designated the Ontario College of Education (OCE), University of Toronto. In the following years the College expanded its program, services, and facilities, and added a number of important departments: The Guidance Centre in 1943 and the Vocational and Industrial Arts Department in 1946.

During a period of forty-five years, the Ontario College of Education was the sole institution in the province for the preparation of secondary school teachers. In 1965, the situation altered with the opening of Althouse College of Education, University of Western Ontario. Since then several other faculties of education have been established in Ontario.

In 1966, the departments of Graduate Studies and Research were transferred to the Ontario Institute for Studies in Education (OISE). In the same year a new agreement for the operation of the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College Council and an Advisory Board. By the same agreement, the name was changed to The College of Education, University of Toronto. The Educational Media Centre was added in 1966, the Department of Computer Studies in 1968.

Effective July 1, 1972, the College was formally designated the Faculty of Education, University of Toronto (FEUT). In 1976, ICS began offering a two-year child development-based initial teacher education program. Establishment of the Laidlaw Research Centre at ICS in 1992 further strengthened the link between research and teacher education.

In 1978 new postgraduate programs leading to the degrees of Master of Arts/Science in Teaching - M.A.(T.) and M.Sc.(T.) - were approved. The unique feature of these programs has been their emphasis on the teaching and research aspects as well as the academic content of the subject discipline. In 1979-80 an M.A.(T.) program in English and an M.Sc.(T.) program in Mathematics were initiated. The M.Sc.(T.) program was discontinued in 1992.

In January 1995, the Royal Commission on Learning in its final report, **For the Love of Learning**, recommended "that the consecutive program for teacher education be extended to two years". In February 1995, the Ministry of Education and Training endorsed this recommendation and called for proposals for two-year, initial teacher education pilot programs to begin in September 1995. In response to this call a program based on six key images of the effective teacher was approved by FEUT Faculty Council and the university's Academic Board. The program was in effect for the 1995-1997 period only and was available to up to 60 Elementary students and up to 60 Secondary students.

The Relationship Between OISE and FEUT

In general, OISE and FEUT each pursued their mandates and activities separately from 1965 on. Some FEUT faculty members who held membership in the School of Graduate Studies were involved with OISE's graduate programs, particularly in the areas of child study, curriculum and educational administration.

In 1983, the University of Toronto and OISE struck a joint committee to explore the possibility of integrating FEUT and OISE. The committee, chaired by Professor Lorna Marsden, recommended that FEUT and OISE be integrated as an affiliate of the University of Toronto, i.e. with its own Board of Governors and direct funding from the province. Neither OISE nor FEUT fully supported this recommendation and it was not pursued. However, a tripartite Joint Council on Education was established (OISE/FEUT/UT) to explore areas of common interest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

The Establishment of OISE/UT

In February, 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field.

Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the **Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)**, began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys full status as a major organizational unit of the University with all the rights and responsibilities pursuant to which individual university faculties hold such status. Its departments are members of Division II (Social Sciences) of the University's School of Graduate Studies.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

Directors of the Ontario Institute for Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Dean of OISE/UT

M.G. Fullan	1996 -

OISE/UT AND SGS ADMINISTRATIVE OFFICERS (Partial List)

SCHOOL OF GRADUATE STUDIES

Michael Marrus, Ph.D.
Graduate Dean

Susan Howson, Ph.D.
Associate Dean, Division II (includes Education)

Carolyn M. Johnston, B.A.
Student Services Coordinator

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION OF THE UNIVERSITY OF TORONTO (OISE/UT)

•DEAN'S OFFICE

Michael Fullan, Ph.D.
Dean

Carl Corter, Ph.D.
Associate Dean, Research

Cecilia Reynolds, Ph.D.
Associate Dean, Academic Program

N. Carol Rolheiser, Ph.D.
Associate Dean, Academic Development

•DEPARTMENTS

Chairpersons

Budd Hall, Ph.D. (Acting)
Adult Education, Community Development and Counselling Psychology (AECDCP)

Merlin W. Wahlstrom, Ph.D.
Curriculum, Teaching and Learning (CTL)

Keith Oatley, Ph.D. (Acting)
Human Development and Applied Psychology (HDAP)

Sandra Acker, Ph.D.
Sociology and Equity Studies in Education (SESE)

Glen Jones, Ph.D.
Theory & Policy Studies in Education (TPS)

OISE/UT AND SGS ADMINISTRATIVE OFFICERS (Partial List)

Associate Chairpersons

Jeanne Watson, Ph.D. (Acting)
Adult Education, Community Development and Counselling Psychology (AECDCP)

Philip Nagy, Ph.D.
Elizabeth M. Smyth, Ph.D.
Curriculum, Teaching and Learning (CTL)

Mary Louise Arnold, Ed.D.
Human Development and Applied Psychology (HDAP)

George J. Sefa Dei, Ph.D.
Sociology and Equity Studies in Education (SESE)

Nina Bascia, Ph.D.
Theory & Policy Studies in Education (TPS)

•OISE/UT FIELD CENTRE HEADS

Wayne Seller, M.Ed.
Head, Field Division
Co-ordinator, Technology-Mediated & Off-Campus Programs
Northwestern Centre

Marie Josée Berger, Ph.D.
Ottawa Valley/Centre régional d'Ottawa

George E. Burns, Ed.D.
Midnorthern/Northeastern Centre,
Sudbury Office

Bruce Cassie, Ph.D.
Midnorthern/Northeastern Centre,
North Bay Office

Denis Haché, Ph.D.
Centre de recherches en éducation du Nouvel-Ontario (CRENO)

Lynne Hannay, Ph.D.
Midwestern Centre

Jack Miller, Ph.D.
Southern Centre

John A. Ross, Ph.D.
Trent Valley Centre

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Registrar

Kim Holman, B.A.
Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration/Graduation

Susan Hall
Liaison Officer, Graduation

Heather Haslett, B.A.
Liaison Officer, Admissions

Christine Fung
Liaison Officer, (AECDCP and HDAP)

Lily Stone
Liaison Officer, (CTL)

Lynn Romero
Liaison Officer, (SESE and TPS)

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Association des enseignantes et des enseignants franco-ontariens

Susan Langley
Ontario Teachers' Federation

Gene Lewis
Elementary Teachers' Federation of Ontario

Jim Smith
Ontario Catholic Teachers' Association

Representatives of Ontario School Trustee Organizations/Ontario Directors and Superintendents of Education

Harold Brathwaite
Ontario Public Supervisory Officials' Association

OISE/UT AND SGS ADMINISTRATIVE OFFICERS (Partial List)

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Association franco-ontarienne des conseils d'écoles catholiques

Beryl Ford
Ontario Public School Boards' Association

Representative of Colleges of Applied Arts and Technology

Douglas Auld
Loyalist College

Representative of the Ministry of Education and Training

TBA
Ministry of Education and Training

Representative of the Ontario Association of Deans of Education

Michael Awender
Windsor University

Representatives of the Professional, Business and Labour Communities

The Hon. Monique Bégin
Former Co-Chair, Royal Commission on Learning

The Hon. William Davis
Past Premier of Ontario

John Evans
President Emeritus, University of Toronto
Chairman, Torstar and Chairman, Allelix

Catherine Henderson
President, Ontario College of Art and Design

Jane Knox
Professor, Queen's University

James Rush
Director, The Learning Institute,
Bank of Montreal

Barbara Stevens-Burns
President, Stevens-Burns Consultants

James Turk
Executive Director, Canadian Association of University Teachers

OISE Alumni

Barry Vail
President, OISE Alumni Association

Representatives of the Internal Community

a) Faculty: Merl Wahlstrom
Chair, Department of Curriculum, Teaching and Learning, OISE/UT

b) Staff: Judith Field
Administrative Assistant, Finance, OISE/UT

c) Student: Mohammad Javam
President, OISE/UT International Students' Association

Ex Officio

Michael Fullan, Dean, OISE/UT
Clive Beck, Chair, Faculty Council, OISE/UT

Decanal Appointments

Carl Corter
Associate Dean, Research and Field Activities, OISE/UT

Angela Hildyard
Principal, Woodsworth College, University of Toronto

Cecilia Reynolds
Associate Dean , Academic Program, OISE/UT

Carol Rolheiser
Associate Dean , Academic Development, OISE/UT

NOTE: The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms. For example:

- **2000 Fall Session** - September 2000 to December 2000
- **2001 Winter Session** - January 2001 to April 2001
- **2001 Summer Session** - May 2001 to August 2001
  - **First Term** - May and June
  - **Second Term** - July and August

In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions.

2000

January 3	Lectures begin for the 2000 Winter Session
January 7	Deadline for registration, including tuition fee payment, for students beginning their programs in the 2000 Winter Session. After this date a late registration fee will be charged
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive Ph.D. residence credit for the year. (The information is needed by the Registrar's Office, Graduate Studies Registration Unit, by this date to allow for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
January 17	Deadline for master's degree students who completed degree requirements in the 1999 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for processing and forwarding the necessary documentation to the School of Graduate Studies by their deadline)
January 20	Grade submission date for the 1999 Fall Session. (Grades will be mailed to students in mid-February)
January 20	Deadline for INC designation for 1999 Winter Session courses to be changed to a regular grade or a failure
January 21	Deadline for adding 2000 Winter Session courses
January 31	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. **Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday.** • **For Ph.D. - at least eleven working weeks before this date** • **For Ed.D. - at least nine working weeks before this date**

2000 (continued)

February 15	Deadline for M.Ed. students to request convocation in Spring if **all** course requirements, comprehensives and/or research will be completed in the 2000 Winter Session
February 25	Deadline for withdrawing from 2000 Winter Session and full-year courses without academic penalty
March 3	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2000 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
March 13-17	Spring break in the Ontario school system (no OISE/UT classes scheduled)
March 15	Graduation "in absentia"
March 15-19	Registrar's Office will begin mailing out pre-enrolment forms for continuing students, for the 2000 Summer Session, 2000 Fall Session and the 2001 Winter Session
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 7	Last day of 2000 Winter Session and full-year lectures
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be awarded at Spring Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
April 21	Good Friday (University closed, classes rescheduled)
April 23	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. **Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit.** **• For Ph.D. - at least nine working weeks before this date** **• For Ed.D. - at least seven working weeks before this date**
April 30	Continuing students should pre-enrol in courses for the 2000 Summer Session, the 2000 Fall Session and the 2001 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 1	Deadline for pre-enrolling in Audio Distance Education courses for the 2000 Summer Session
May 1	First day of classes and registration for the 2000 Summer Session, first term
May 5	First day of classes and registration for students in the Ed.D. Administrator Doctoral Cohort specialization

2000 (continued)

May 5	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2000 Summer Session, second term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
May 5	Deadline for part-time Special Students to submit application forms and all pertinent documents for application to 2000 Summer Session, second term
May 12	Deadline for registration for 2000 Summer Session Independent Study and Research
May 12	Deadline for registration for 2000 Summer Session, first term, including tuition fee payment where applicable
May 12	Deadline for adding or dropping 2000 Summer Session, first term courses
May 19	Grade submission date for 2000 Winter Session and full-year courses. (Grades will be mailed to students in mid-June)
May 19	Deadline for INC designation for 1999 Summer Session courses to be changed to a regular grade or a failure
May 22	Victoria Day (University closed, classes rescheduled)
May 26	Deadline for pre-enrolling in Audio Distance Education courses for the 2000 Fall Session and the 2001 Winter Session
June 5	Spring Convocation - Ph.D. and M.A. (2:30 pm)
June 6	Spring Convocation - M.A.(T) (2:30 pm)
June 9	Last day of 2000 Summer Session, first term lectures
June 9	Deadline for adding 2000 Summer Session, second term courses **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
June 15	Deadline for submission of Individual Reading and Research course approval forms to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2000 Summer Session, second term courses
June 19	Spring Convocation - Ed.D. and M.Ed. (10:00 am)
July 1	Canada Day
July 3	University closed
July 4	Lectures begin for the 2000 Summer Session, second term
July 4-5	Registration for the 2000 Summer Session, second term, including tuition fee payment where applicable

2000 (continued)

July 5	Deadline for registration, without late fee, for 2000 Summer Session, second term
July 5	Deadline for M.Ed. students to request convocation in the Fall if **all** course requirements, comprehensives and/or research will be completed in the 2000 Summer Session
July 7	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2000 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses
July 7	Deadline for part-time Special Students to submit application forms and all pertinent documents for application to the 2000 Fall Session
July 14	Deadline for adding or dropping 2000 Summer Session, second term courses
July 31	Deadline for adding 2000 Fall Session and full-year courses, **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
August 7	Civic Holiday (University closed, classes rescheduled)
August 11	Last day of 2000 Summer Session, second term lectures
August 14	Registration for the 2000 Fall Session and the 2001 Winter Session begins
September 4	Labour Day (University closed, classes rescheduled)
September 5	Deadline for submission of Individual Reading and Research course approval forms for 2000 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
September 11	Lectures begin for the 2000 Fall Session and full-year courses
September 15	2000/2001 Fall/Winter Session registration, which includes tuition fee payment, ends. After this date, a Late Registration Fee will be charged
September 15	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at Fall Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
September 29	Deadline for adding 2000 Fall Session and full-year courses
September 29	Grade submission date for 2000 Summer Session courses. (Grades will be mailed to students toward the end of October)
September 29	Deadline for INC designation for 1999 Fall Session courses to be changed to a regular grade or a failure
September 30	Last day to request a Deferral of Admission for the 2000 Fall Session and the 2001 Winter Session

2000 (continued)

October 2	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation. **Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit.** • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
October 9	Thanksgiving Day (University closed, classes rescheduled)
October 15	Deadline for M.Ed. students to request convocation in March (in absentia) or in the Spring if **all** course requirements, comprehensives and/or research will be completed in the 2000 Fall Session
November 3	Deadline for withdrawing from 2000 Fall Session courses without academic penalty
November 3	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2001 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses
November 3	Final date for part-time Special Students to submit application forms and all pertinent documents for application to the 2001 Winter Session
November 22	Fall Convocation - Ed.D., M.Ed. and M.A.(T) (6:00 pm)
November 23	Fall Convocation - Ph.D. and M.A. (6:00 pm)
December 1	Deadline for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2001 Summer Session, the 2001 Fall Session and the 2002 Winter Session. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses.
December 1	Deadline for receipt of applications for a 2001 Fall Session and 2002 Winter Session Graduate Assistantship (for full-time study only)
December 1	Deadline for part-time Special Students to submit application forms and all pertinent documents for application to 2001 Summer Session, the 2001 Fall Session and the 2002 Winter Session
December 8	Last day of lectures for the 2000 Fall Session
December 8	Deadline for adding 2001 Winter Session courses, **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
December 15	Deadline for submission of Individual Reading and Research course approval forms for the 2001 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit
December 25 - January 3	University closed

2001

January 8	Lectures begin for the 2001 Winter Session
January 12	Deadline for registration, including tuition fee payment, for students beginning their programs in the 2001 Winter Session. After this date a late registration fee will be charged
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive one year of the required "full-time study" credit towards the Ph.D. (The information is needed by the Registrar's Office, Graduate Studies Registration Unit, by this date to allow for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
January 17	Deadline for master's degree students who completed degree requirements in the 2000 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
January 19	Grade submission date for the 2000 Fall Session courses. (Grades will be mailed to students in mid-February)
January 19	Deadline for INC designation for 2000 Winter Session courses to be changed to a regular grade or a failure
January 26	Deadline for adding 2001 Winter Session courses
January 31	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. **Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday.** • **For Ph.D. - at least eleven working weeks before this date** • **For Ed.D. - at least nine working weeks before this date**
February 15	Deadline for M.Ed. students to request convocation in Spring if **all** course requirements, comprehensives and/or research will be completed in the 2001 Winter Session
March TBA	Graduation "in absentia"
March 2	Deadline for withdrawing from the 2001 Winter Session and full-year courses without academic penalty
March 2	Final date for part-time Special Students to submit application forms and all pertinent documents for application to 2001 Summer Session, first term

2001 (continued)

March 2	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2001 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
March 12-16	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 15-19	Registrar's Office begins mailing pre-enrolment forms for continuing students, for the 2001 Summer Session, 2001 Fall Session and the 2002 Winter Session
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 13	Last day of 2001 Winter Session and full-year lectures
April 13	Good Friday (University closed, classes rescheduled)
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at Spring Convocation. (This date is crucial for processing and forwarding of the necessary documentation to the School of Graduate Studies by their deadline)
April 23	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. **Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit.** **• For Ph.D. - at least nine working weeks before this date** **• For Ed.D. - at least seven working weeks before this date**
April 30	Continuing students should pre-enrol in courses for the 2001 Summer Session, the 2001 Fall Session and the 2002 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 4	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2001 Summer Session, second term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
May 4	Final date for part-time Special Students to submit application forms and all pertinent documents for application to 2001 Summer Session, second term
May 18	University closed, classes rescheduled
May 19	Grade submission date for 2001 Winter Session and full-year courses. (Grades will be mailed to students in mid-June)
May 19	Deadline for INC designation for 2000 Summer Session courses to be changed to a regular grade or a failure
May 21	Victoria Day (University closed, classes rescheduled)
June TBA	Spring Convocation

GENERAL INFORMATION

TRAVAUX ET THÈSES EN FRANÇAIS

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario de l'Université de Toronto sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils ou elles souhaitent remettre leurs travaux en français.

Veuillez noter que OISE/UT n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus ; toutefois, le bureau de la formation à distance offre présentement un programme d'études en français. Prière de consulter la page 225 pour plus de renseignements sur ce programme.

Département d'éducation des adultes: apprentissage et psychologie du counseling
B. Hall, A. M. Thomas

Département de curriculum, d'enseignement et d'apprentissage
N. Bélanger, M.-J. Berger, B. J. Burnaby, S. Churchill, D. Corson, A. Cumming, J. P. Cummins, G. Feuerverger, N. J. Frenette, A. Gagné, D. Gérin-Lajoie, G. Hanna, M. B. Harley, N. Labrie, S. Lapkin, R. S. McLean, P. Nagy, M. K. Swain, M. Turnbull, D. N. Wilson

Département du développement humain et de psychologie appliquée
M. Ferrari, E. Geva, B. Schneider, J. Wiener

Département de sociologie et d'études de l'équité en éducation
S.E. Anderson, G. E. Burns (Centre du Moyen-Nord/Nord-Est), M. Eichler, M. Heller, D. W. Livingstone, C. P. Olson, S. H. Razack

Département d'études des théories et politiques en éducation
D. Haché

Voir la section *Interdisciplinary Research Foci* pour une description des cours en français, sous la rubrique *Études en français* à la page 225.

PRE-ENROLMENT FOR CONTINUING M.A., M.A.(T.), M.ED., ED.D. AND PH.D. STUDENTS

Pre-enrolment forms for course selection for the 2000 Summer Session, the 2000 Fall Session and the 2001 Winter Session will be mailed in mid March 2000. The student telephone service will be available March 21. Students should pre-enrol in courses before April 30 either by using the telephone service or by returning their completed pre-enrolment forms to the Registrar's Office, Graduate Studies Registration Unit. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the Fall and Winter Sessions of the academic year.

NOTE: No guarantee of acceptance into either the first or second choice of courses can be given for any session. **If you are unable to get into the courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible enrolment in the course.**

DEFINITION OF FULL-TIME STUDENT

Full-time graduate students are defined according to government regulations as follows:

a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.

b) They must be considered by OISE/UT to be in full-time study.

c) They must be geographically available and visit the campus regularly.

d) They must be considered to be full-time graduate students by their supervisors.

PART-TIME STUDY/LATE AFTERNOON AND EVENING CLASSES IN FALL AND WINTER SESSIONS

During the 2000 Fall Session and the 2001 Winter Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Fully employed, part-time students interested in these classes may pursue one of the following patterns of study:

a) two half-courses in each of the two sessions;

b) four half-courses which run for both the Fall and Winter Sessions;

c) two full courses which run for both the Fall and Winter Sessions; or

d) where scheduling necessitates, one half-course which runs for both the Fall and Winter Sessions, along with one half-course which runs for the Fall Session and one half-course which runs for the Winter Session.

STUDY IN SUMMER SESSION

During each term of the Summer Session (May-June) and (July-August), students eligible to register **full-time** may take two half-courses; **part-time** students may take one half-course.

NOTE: Students enrolled in the following specializations and who are undertaking their required period of full-time study in the Summer Session are exempt from the above:

- The Administrator Doctoral Cohort specialization in the Educational Administration Program
- The Ed.D. in the Higher Education specialization in the Higher Education Program
- The Doctor of Education for Community College Leaders in the Higher Education Program

Ph.D. and Ed.D. candidates who have completed the minimum full-time study requirement, will register for the Fall, Winter and Summer Sessions when they register in September (or in January for those beginning their doctoral program then).

OFF-CAMPUS/DISTANCE EDUCATION

OISE/UT offers off-campus sections of some courses in a variety of Ontario locations. However, because of a limited selection of courses, it may not be possible to complete all program requirements off-campus. Most off-campus courses are offered in a distance education mode, mainly via computer conferencing. For computer conferencing courses, students must have regular access to a computer and modem.

Courses via audio conferencing use sites in northern Ontario (i.e., north of Parry Sound) which are part of the Contact North/Contact Nord network. Sites in southern Ontario are determined according to the location of students who pre-enrol by the deadline listed in the OISE/UT Course Schedule (off-campus section). Students who have pre-enrolled by the deadline will receive written details about the site location and dates and times of classes before the beginning of the course. Students are urged to pre-enrol by the deadline. Courses may be cancelled if enrolment is low.

Course Requirements

Course requirements are the same for both off- and on-campus students. Please consult the departmental sections, pages 41 - 215.

Off-Campus Library Services

The Education Commons makes available, either directly or through the local Field Centres, all essential reading materials for off-campus students to meet the requirements of their courses. In addition, full reference services are offered, including the preparation of computerized literature searches and the acquisition of materials through inter-library loan.

Application Procedures

New part-time degree applicants and part-time Special Students should contact their local OISE/UT Field Centre (see listing in Research and Field Activities section, pages 235 - 237) for an Application Information Package. In areas of the province not served directly by a Field Centre, contact should be made with the Registrar's Office, Graduate Studies Admissions Unit, OISE/UT. Application procedures are the same for all students (see pages 35 - 39).

Registration

Part-time, off-campus students **who have already been admitted to a degree program,** register by mail. A course registration form and a fees invoice will be mailed to the student when all admission conditions have been met. Please refer to registration materials which are mailed to students each year for appropriate dates and procedures.

REQUIRED PERIOD OF FULL-TIME STUDY

Many programs specify a period during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. This required period of full-time study provides the student with an opportunity to become immersed in the intellectual environment of the university. Full-time study requirements can be filled only through:

a) consecutive Fall and Winter Sessions i.e., September to December and January to April in the same academic year

OR

b) the Winter Session in one academic year followed by the Fall Session in the next academic year.

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following specializations and who are undertaking their required period of full-time study in the Summer Session:

- The Administrator Doctoral Cohort specialization in the Educational Administration Program
- The Ed.D. in the Higher Education specialization in the Higher Education Program
- The Doctor of Education for Community College Leaders in the Higher Education Program

Where full-time, on-campus study is required for a degree program, such study ordinarily begins in September. While it is possible to begin full-time study in January, the OISE/UT department in which the program is being undertaken must be in a position to offer that program beginning in January.

DUAL REGISTRATION FOR M.A. AND PH.D. CANDIDATES

Students in an M.A. program at the University of Toronto who have been offered admission to a Ph.D. program conditional on completion of the master's program may be dual registrants for only one session in both programs under the following conditions:

1. The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.

2. Permission has been granted by OISE/UT.

3. The student will be engaged in full-time Ph.D. studies (i.e., a minimum of two half-courses during the session of dual registration) and will be registered full-time in the Ph.D. and part-time in the master's program. **NOTE:** Only the appropriate Ph.D. fees will be charged.

4. The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

To receive full-time study credit for the Ph.D. for the period of dual registration, the student must be recommended for the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the Ph.D. registration will be cancelled, no full-time study credit will be allowed, and the student will continue to be registered as a master's candidate only. Appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Ph.D. course credit will be retained for courses completed during the period of dual registration.

Students who are not recommended for the master's degree by the deadline and whose enrolment in the Ph.D. is thereby cancelled, may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the Ph.D. program.

TRANSFER BETWEEN PROGRAMS

M.A. and M.Ed. candidacy is **not normally** interchangeable. Similarly, the two doctoral programs, Ph.D. and Ed.D., are distinct in design and orientation and candidacy is **not normally** interchangeable. It is therefore most important for the applicant to give serious consideration to the choice of program. Only in exceptional cases will a request for transfer between the two master's or the two doctoral programs be considered. Such a request would have to be made to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, early in the student's degree candidacy and would require the support of the student's department.

CONTINUITY OF REGISTRATION

Doctoral candidates who have completed the required minimum period of full-time study but who have not completed other requirements for the degree must register annually in September and pay the full-time fee until all degree requirements have been fulfilled.

Full-time master's students, once they are past the "minimum period of registration" or have completed the required course work (whichever comes first), must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

Part-time master's students register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time fee until all other requirements have been completed.

Failure to register as required will cause a student's candidacy to lapse.

PARENTAL LEAVE

Graduate students may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a parental leave during their program. This policy is intended to recognize the need for leave at the time of pregnancy, birth, or adoption in order to provide full-time care in the first year of parenting a new child.

By completing the Parental Leave Request form, a parent may apply for up to three sessions of leave to be completed within twelve months of the date of birth or custody. Where both parents are graduate students seeking parental leave, the total number of sessions cannot exceed four.

Students on leave will not be eligible to receive OISE/UT Graduate Assistantships, or Scholarships, or other OISE/UT awards; only OISE/UT Scholarships may be deferred. In the case of other fellowships, the regulations of the particular granting agency will apply.

The terminal date of the degree program will be extended by the duration of the leave taken. Normally, the start and end of the leave should coincide with the start and end of a session.

LEAVE FOR HEALTH PROBLEMS OR PERSONAL CIRCUMSTANCES

Graduate students whose programs require continuous registration may apply to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for a one-session to three-session leave during their program of study on the grounds of health or personal problems which temporarily make it impossible to continue in the program. Once on leave, students will neither be registered nor will they be required to pay fees for this period. They may not make demands upon the resources of the university, such as use library facilities, attend courses or expect advice from their supervisor or make any formal progress toward their degree. They will not be eligible to receive or defer University of Toronto fellowship support during the leave. In the case of other graduate student awards, the regulations of the particular granting agency apply.

Students may make application for such leave by completing the Leave Request form and submitting it to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, for approval. The terminal date of the degree program will be extended by the duration of the leave taken. Only under exceptional circumstances will the student be granted more than one leave under the terms of this policy. Normally, the start and end of the leave should coincide with the start and end of a session. Leave requests which do not fall under the terms of this policy will require final approval from the School of Graduate Studies.

COURSE CHANGES AND COURSE COMPLETION

The deadlines for adding and dropping courses for the Fall, Winter and Summer Sessions are listed in the Sessional Dates and Deadlines, pages 13 - 19. Students should pay special attention to these. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal) notation. Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of Incomplete or Failure will be assigned. If a student has incomplete courses, others must be added to fulfil the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines, pages 13 - 19. These dates are mandatory. They represent the dates the grades are due in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.

Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See Student Appeals, page 258.)

NOTE: Throughout a degree program at OISE/UT, it is the student's responsibility to ensure that the OISE/UT Registrar's Office, Graduate Studies Registration Unit, is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program.

GRADE REPORTS

Fall Session grades will be mailed to students in mid-February. Grades for Winter Session and full-year courses will be mailed to students in mid-June. Summer Session grades will be mailed towards the end of October.

TRANSCRIPTS

All requests for transcripts of academic records, **with the exception of transcripts of courses taken in the Additional Qualification Program for Teachers**, must be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre
Room 1006, 100 St. George Street
Toronto, Ontario M5S 3G3
Telephone: (416) 978-3384
Web Addresses:
- www.chass.utoronto.ca/ofr/transcripts/trnscrpt.htm
- www.rosi.utoronto.ca

Requests for transcripts of courses taken in the Additional Qualification Program for Teachers should continue to be made to:

The Records Officer
OISE/UT Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: (416) 926-4743

Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

At the time of printing of this *Bulletin*, the charge for a transcript is $8.00 (plus GST and PST) for each copy. (This charge is subject to change.) Transcripts will not be issued for students who have outstanding obligations to the university. (See pages 240 and 258.)

MINIMUM ADMISSION, PROGRAM AND DEGREE REQUIREMENTS

OISE/UT conducts, within the School of Graduate Studies, programs leading to the following graduate degrees. Note that, with the exception of the Master of Arts in Child Study and Education program and the Master of Teaching in Human Development and Curriculum program, graduate degrees at OISE/UT do not lead to certification for teaching in Ontario's schools.

Master of Education (M.Ed.)
Master of Arts (M.A.)
Master of Arts in Teaching (M.A.(T.))
Master of Teaching (M.T.)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

NOTE: Application procedures are described on pages 35 - 39.

Following is an outline of the **minimum** admission, program and completion requirements for the various graduate degrees in Education. Individual OISE/UT departments may have additional requirements. Candidates will be required to undertake whatever additional studies OISE/UT considers necessary.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission to OISE/UT. The university reserves the right to determine whether or not credentials of degree-granting institutions meet the standards for admission to University of Toronto programs.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the bachelor's degree, for admission to the School of Graduate Studies as degree candidates, may be considered for admission if a department wishes to present a case for non-standard admission. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports) and presented as part of the application.

MASTER OF EDUCATION (M.Ed.)

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

Admission Requirements

a) An appropriate three- or four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the Admission Requirements section of individual departments for programs which require higher standing, pages 41 - 215.)

If the bachelor's degree specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically-oriented courses not clearly defined on the transcript, in order to establish equivalency. An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on the five most recent and most senior level academic full courses or their equivalent.

Depending on the makeup of the degree, and the student's intended area of specialization at the master's level, some additional study may be required either within the degree program or prior to admission.

b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

c) At least one year of relevant, successful, professional experience.

Program of Study

Applicants must declare their choice of OISE/UT department, degree, program, specialization and subspecialization (optional) at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While a student may request a transfer to a different home department en route to the degree, such change may result in a lengthened program.

The minimum program requirements for the M.Ed. degree are as follows:

a) In keeping with their department's requirement, students must undertake one of the following options to complete their program.

Option I - Coursework only:
ten half-courses plus a comprehensive examination/requirement.
Option II - Research Project:
eight half-courses plus a research project or a Major Research Paper.
Option III - Thesis:
six half-courses plus a thesis.

The M.Ed. degree program requires that a minimum of half of the courses must be taken in the home department unless otherwise specified by the department. Where appropriate to a student's program, a full course in some other graduate department of the University of Toronto may be included as equivalent to two of the half-courses.

b) Full-time study, though desirable, is not required (except in the M.Ed. program in Counselling Psychology for Psychology Specialists).

c) **Full-time master's students, once they are past the "minimum period of registration" or have completed the required course work (whichever comes first) must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

d) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time fee until all other degree requirements have been completed.**

e) All requirements for the degree must be satisfactorily completed **within six years** from first enrolment.

f) Applicants who have completed graduate courses in education beyond what is required for admission as an M.Ed. candidate may be granted credit for up to two half-courses, or 25% of the course requirements for the M.Ed. degree, whichever is greater, provided those courses were not credited toward another degree, diploma, certificate, or any other qualification.

Similarly, it is possible in an individual case, with the prior approval of the student's faculty advisor and the OISE/UT Registrar's Office, Graduate Studies Registration Unit, to plan an M.Ed. program so that courses may be taken at another university in keeping with the transfer credit policy previously described.

g) Courses taken in a previous graduate program and credited to a degree program at OISE/UT will not reduce the total program fee required.

h) Candidates **must apply to graduate** by completing and returning an **Application to Graduate card** obtained from the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Those completing their program, including the comprehensive or the research requirement, in the session indicated below must make such application by the date shown and will receive their diplomas as follows:

- **Summer Session completion - apply by July 5**
  Candidates will receive their diploma at the November convocation ceremony.
- **Fall Session completion - apply by October 15**
  Candidates will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June.
- **Winter Session completion - apply by February 15**
  Candidates will receive their diploma at the June convocation ceremony.

MASTER OF ARTS (M.A.)

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

Some M.A. degree programs at OISE/UT, e.g. History and Philosophy of Education, and Sociology in Education are one-year programs comprised of six half-courses after a four-year bachelor's degree in the same cognate area of specialization. M.A. degree programs in, for example, Adult Education, Curriculum, Educational Administration, and Higher Education are generally one-year programs comprised of eight half-courses after a four-year bachelor's degree in a relevant discipline or professional program.

Consult departmental information for full details, pages 41 - 215.

Admission Requirements

The requirements for admission to a one-year M.A. program are:

a) Normally, an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the admission requirements section of individual departments for programs which require specified undergraduate disciplines and a higher standing for admission, pages 41 - 215.)

If the specialization of the bachelor's degree is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically-oriented courses which are not clearly defined on the transcript, in order to establish this equivalency.

An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on the five most recent and most senior level academic full courses or their equivalent.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

b) Applicants with qualifications as above, except that their bachelor's degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

Program of Study
Applicants must declare their choice of OISE/UT department, degree, program, specialization and subspecialization (optional) at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While in some OISE/UT departments additional requirements have been established, the minimum requirements for the M.A. in OISE/UT are as follows:

a) A **one-year program** comprised of at least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full- or half-course in some other graduate department of the University of Toronto may be included in the six half-course program.

b) Candidates admitted to an extended program **(one and one-half years)** on the basis of either a three-year or a four-year bachelor's degree which does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least ten half-courses.

c) Candidates admitted to a **two-year program**, on the basis of either a three-year or a four-year bachelor's degree which does not embrace the specialization proposed at the graduate level, are required to complete twelve half-courses.

d) A thesis. All M.A. candidates, with the exception of the Child Study and Education program which does not require a thesis, must have their thesis committees officially formed as follows:

- **if studying full time** - April 1 of the year following completion of the full-time study requirement, or the minimum period of registration;
- **if studying part-time** - upon the completion of two-thirds of the M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by the OISE/UT-wide Student Education Ethics Review Committee (SEERC) administered by University of Toronto Research Services (UTRS). Please consult the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

e) In most departments it is possible to pursue an M.A. program on a part-time basis. A minimum of one academic year of full-time study is required for some programs. Consult departmental information for full details, pages 41 - 215.

f) **Full-time master's students, once they are past the "minimum period of registration" or have completed the required course work (whichever comes first) must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.**

g) **Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time fee until all other degree requirements have been completed.**

h) All requirements for the degree must be satisfactorily completed **within five years** from first enrolment for candidates admitted to one-year (six or eight half-course) programs and **within six years** from first enrolment for candidates admitted to one and one-half- (ten half-course) or two-year (twelve half-course) programs.

i) Candidates who have completed graduate courses at another university, beyond that required for admission to a one-year M.A. program, may be granted credit for up to two half-courses or 25% of the course requirements for the M.A. degree, whichever is greater, provided that those graduate courses were not credited toward another degree, certificate, diploma, or any other qualification. Such course credit, if granted, will not reduce the total program fee.

MASTER OF ARTS IN TEACHING (M.A.(T.))

This program is designed for the professional teacher of Language Arts and/or English. It includes a balance of contemporary educational, literary and literacy theories with content in English studies. The program is designed for part-time study but may also be completed on a full-time basis in three consecutive sessions - Fall, Winter and Summer.

Admission Requirements

Applicants require:

a) A four-year bachelor's degree, or equivalent, in English, or English and another subject from the University of Toronto, or another approved university. Applicants without sufficient background in English may be required to take one or more undergraduate courses in addition to the program requirements.

b) A mid-B standing in English courses from the University of Toronto or another approved university. Undergraduate courses in education are not given consideration.

c) One year of teaching experience or equivalent professional experience.

d) Two letters of recommendation, one from the applicant's undergraduate program.

e) Recent résumé or curriculum vitae which must include teaching experience after graduation.

Program of Study

Students will be required to complete:

a) One full course in the history and theory of the study of English.

b) One full course in the Graduate Department of English.

c) Four half-courses from the list of Master of Arts in Teaching courses of instruction, pages 100 - 101.

MASTER OF TEACHING (M.T.)

NOTE: At the time of publication, the offering of this program and its requirements are pending approval.

The Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology offer a two-year Master of Teaching degree in Human Development and Curriculum. Upon successful completion of this program, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools. Applicants apply for admission to this program through either the Department of Curriculum, Teaching and Learning or the Department of Human Development and Applied Psychology. Admission and degree requirements for the program are the same for both departments. (See pages 102 - 104 and 138 - 140 for further information)

Admission Requirements

Applicants are admitted under the general regulations of the School of Graduate Studies, University of Toronto.

Applicants normally must:

a) Have a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year.

b) Submit a Statement of Intent describing three significant teaching and/or teaching-related experiences, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools.

c) Be interviewed by a panel of faculty, teachers and students.

Given the limited number of students in this program, not all eligible applicants can be admitted.

Because applicants are applying to a teacher education program they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

b) a photocopy of a certificate of change of name where applicable

c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers)

NOTE: In addition, a criminal record check is required for certification by the Ontario College of Teachers.

Program of Study

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and two electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

DOCTOR OF EDUCATION (Ed.D.)

The Ed.D. program is designed to provide opportunities for more advanced study for those who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings to practical educational problems. The Ed.D. represents professional development at a high level in a particular field of education, pursued in depth. The average time to completion is approximately five years. For information on the availability of programs in various areas of specialization, see the appropriate departmental sections, pages 41 - 215.

Admission Requirements

a) A University of Toronto M.Ed. or M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. Further documentation may be required to establish equivalence. (See the admission requirements section of individual departments for programs which require higher standing for admission, pages 41 - 215.)

b) Appropriate letters of reference commenting on scholarly achievement and promise and on professional performance and promise.

c) A personal interview whenever possible. Because the program is intended primarily for experienced professionals in the Ontario educational system, it is anticipated that an interview will be conducted.

d) Ordinarily, one year of professional preparation for education.

e) Successful professional experience in education, or in a relevant field.

f) Evidence of ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigourous manner. Examples of such evidence include a high-quality Project Report, a Qualifying Research Paper (QRP), or a master's thesis. Should a Qualifying Research Paper be required, please consult the OISE/UT Guidelines for the QRP, available from the Registrar's Office, Graduate Studies Admissions Unit.

g) Additional requirements may be deemed appropriate for admission within the Ed.D. program. Such requirements are outlined in the departmental sections, pages 41 - 215.

Program of Study
Applicants must declare their choice of OISE/UT department, degree, program, specialization and subspecialization (optional) at the time of application. Upon admission, the student will be assigned to a faculty advisor, who will assist in determining an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ed.D. are as follows:

a) Normally, a minimum of one Fall Session and one Winter Session of full-time study taken consecutively (i.e., Fall Session - September to December, followed by Winter Session - January to April, or Winter Session - January to April, followed by Fall Session - September to December).

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following and who are undertaking their required period of full-time study in the Summer Session:

- The Administrator Doctoral Cohort specialization in the Educational Administration Program
- The Ed.D. in the Higher Education specialization in the Higher Education Program
- The Doctor of Education for Community College Leaders in the Higher Education Program

b) In most programs, students may begin their studies on a part-time basis. (See departmental listings for exceptions, pages 41 - 215.) **However, once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree requirements are completed.**

c) Eight half-courses are required for candidates who have an M.Ed. or M.A. degree or the equivalent in the same area of specialization proposed at the doctoral level. Upon the recommendation of the home department, candidates beginning the degree program on a full-time basis can add prerequisite courses to their program. Otherwise, candidates must take prerequisite courses as "Special Students" at OISE/UT.

An eight half-course Ed.D. program should include at least four half-courses in the home department except as otherwise stated in departmental program descriptions.

NOTE: An exception is the Ed.D. in Second Language Education which requires six to eight half-courses (see page 112).

d) Candidates in some departments or specializations will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The candidate must file the names of thesis committee members by April 1 of the year following the period of required full-time study.

The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice.

The thesis must conform to the tenets of scholarly writing in a rigourous style of presentation. All students using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Student Education Ethics Review Committee (SEERC) administered by University of Toronto Research Services (UTRS). Please consult the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

g) All requirements for the Ed.D. must be completed **within six years** of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY (Ph.D.)

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the University of Toronto School of Graduate Studies. What follows is an expansion of those regulations as they apply to the graduate programs in Education at OISE/UT.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the appropriate departmental sections. The average time to completion is approximately five years.

Admission Requirements

a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. (See the admission requirements section of individual departments for programs which require a higher standing for admission, pages 41 - 215.)

Students in an M.A. program at the University of Toronto who have been offered admission to a Ph.D. program conditional upon completion of the master's program may be dual registrants for only one session in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on pages 22 - 23.

b) Holders of master's degrees other than the OISE/UT M.A. in the same area of specialization as proposed at the doctoral level, must submit further evidence of scholarly proficiency satisfactory to OISE/UT and to the admission committee in each OISE/UT department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in positions to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE/UT department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before registration in the doctoral program. Please consult the OISE/UT Guidelines for the QRP, available from the Registrar's Office, Graduate Studies Admissions Unit.

c) Holders of the University of Toronto M.Ed. degree with high standing may be admitted to the Ph.D. program. Depending on the previous degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework and/or a research paper may be required. Since the M.Ed. degree does not necessarily include a thesis, the OISE/UT department may require a QRP, which must be completed satisfactorily before registration in the doctoral program. Please consult the OISE/UT Guidelines for the QRP, available from the Registrar's Office, Graduate Studies Admissions Unit.

Program of Study

Applicants must declare their choice of OISE/UT department, degree, program, specialization and subspecialization (optional) at the time of application. Upon admission, the student will be assigned a faculty advisor, who will assist in planning an appropriate program of study. While additional requirements have been established in some OISE/UT departments, the minimum requirements for the Ph.D. are as follows:

a) A minimum of three consecutive sessions of full-time, on-campus study to be undertaken at the beginning of the program. Ordinarily, this period of study begins in September.
Only under exceptional circumstances is it possible to interrupt this period of study after the completion of the first year of required full-time study. A request to do so must be made in writing, outlining the reasons, to the OISE/UT Registrar's Office, Graduate Studies Registration Unit.

Such interruption is granted for a maximum of one year and the terminal date of the degree program will be extended by the duration of the leave taken. Students remain responsible for meeting the appropriate deadlines for courses previously taken.

b) **Once first registered in the program, students must maintain continuous registration and pay the full-time fee until all degree requirements are completed.**

c) The number of courses in a Ph.D. degree program, as outlined in the student's letter of acceptance, is determined by the total university academic background and its relevance to the proposed specialization.

Normally, a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same specialization as at the doctoral level, would be expected to undertake at least four half-courses in the OISE/UT home department.

Typically, when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department. The remaining courses can be taken in any graduate department of the University of Toronto, provided they are approved by the faculty advisor.

d) Candidates will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The candidate must file the names of the thesis committee members by April 1 of the second year of study.

The thesis must conform to the tenets of scholarly writing in a rigourous style of presentation. All candidates using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Student Education Ethics Review Committee (SEERC) administered by University of Toronto Research Services (UTRS). Please consult the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

g) All requirements for the Ph.D. program must be **completed within six years** of first enrolment as a Ph.D. candidate.

SPECIAL STUDENTS

Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

Full-time Study

An applicant accepted as a full-time Special Student must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. The applicant must have attained standing in the final year (or over senior level courses) equivalent to a University of Toronto **mid-B or better**.

Part-time Study

An applicant accepted as a part-time Special Student must hold a degree from a recognized university. If the degree was attained with standing lower than a University of Toronto mid-B, the applicant cannot apply for admission to a degree program at a later date.

APPLICATION PROCEDURES

APPLICANTS TO DEGREE PROGRAMS

1. Application for Admission

All applicants must submit a completed OISE/UT application, clearly indicating the OISE/UT department, program, degree, specialization and subspecialization (optional) to which they wish to be admitted. After reviewing the OISE/UT Bulletin and the "Summary of Graduate Degrees, Programs, Specializations and Subspecializations" sheet, applicants should carefully review Program Codes - Form D of the application package - to determine the appropriate program code. The specific and exact ten-digit program code for each program to which the applicant is applying must be transferred to the Application for Admission Form A (1), Section 17.

For application information, contact:
OISE/UT, Registrar's Office
Graduate Studies Admissions Unit
252 Bloor Street West, Room 4-485
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2663/2664
1-800-785-3345
Fax: (416) 323-9964
E-mail: gradstudy@oise.utoronto.ca

2. Documentation

The OISE/UT application is a self-administered application. Applicants must assemble all relevant documentation and submit it together with the application. All documents submitted in support of an application become and remain the property of the university, subject to the Policy on Access to Official Student Records.

a) Non-refundable Application Fee

If you have not previously been registered at the University of Toronto, School of Graduate Studies, you must submit with your application a Non-refundable Application Fee. A single Application Fee is required regardless of the number of OISE/UT departments or programs to which you are applying. **Note that your application will not be processed until the Application Fee has been paid.** There are no refunds, waivers or deferrals of the Application Fee. The 2000/2001 Application Fee is $85 Canadian ($62 U.S.). (Subject to change for 2001/2002)

The Application Fee can be paid by certified cheque, money order, or bank draft, payable to the University of Toronto (write your full name and date of birth on the back of the cheque, money order or bank draft). VISA or MasterCard is also accepted. If you are paying by credit card, you must provide all of the information requested on Application Fee - Form B. **Do not send cash in the mail.**

Canadian funds drawn on a Canadian bank or U.S. funds drawn on a U.S. bank are acceptable. If you cannot obtain Canadian or U.S. funds, you must wire your fee directly to the address below. To determine the equivalency of the $85 Canadian fee, contact a bank for the exchange rate.

Canadian Imperial Bank of Commerce
International Division
Main Branch, Commerce Court
Toronto, Ontario, CANADA M5L 1G9

NOTE: A Non-refundable Service Fee may also be applicable
If you are applying to the Master of Arts in Child Study and Education one-year or two-year program you must submit with your application a Non-refundable Service Fee (even if you have previously been registered at the University of Toronto, School of Graduate Studies).

This Service Fee is in addition to the Application Fee. The 2000/2001 Service Fee is $70 Canadian ($51 U.S.). The Service Fee can be paid by the same methods as the Application Fee (see above for more information). The Application Fee and the Service Fee may be combined in one payment of $155 Canadian ($113 U.S.). (Subject to change for 2001/2002)

b) Résumé or Curriculum Vitae
TWO copies of your résumé or curriculum vitae must be included in your application. It should detail your employment history (most recent first) including names of employers, job titles, position responsibilities, dates employed (whether full- or part-time), education history (both academic and professional), awards, business and professional achievements, community activities, as well as any special skills.

c) Statement of Intent
TWO copies of a Statement of Intent or Plan of Study must be included in your application. It should detail your study and/or research interests, career goals and reasons for seeking admission. You may also wish to indicate OISE/UT faculty members with whom you are interested in working.

d) Letters of Reference
TWO letters of reference are required:

- **Academic** - from a university instructor with whom you have studied
- **Professional** - from a referee who is familiar with your professional work and promise.

For this purpose, forms entitled "**Letter of Reference to Support Application for Admission to Graduate Studies in Education**" are enclosed in the application package. Instruct each referee to enclose the form in the envelope provided, seal and sign the envelope on the back, and forward it to **your** attention. **Do not open it.**

NOTE: Applicants to the M.A. and doctoral programs in the Department of Sociology and Equity Studies in Education should ensure that all letters of reference be from professors with whom they have studied or worked.

e) 'Other' Supporting Documentation
Some departments or programs require additional supporting documentation. Refer to the relevant departmental section(s) in this *Bulletin* for more information. For example, if applicable, applicants to M.Ed. or Ed.D. programs are required to submit documents attesting to teacher education, teacher certification and teaching experience; applicants to the Department of Sociology and Equity Studies in Education must submit a sample of their written work in the area of the social sciences; applicants to the program of School and Child-Clinical Psychology are requested to submit a letter of reference from an applied clinical setting. With the exception of a sample of written work, **TWO** copies of 'other' supporting documentation must be included in your application.

NOTE: Applicants to the Master of Arts in Child Study and Education and the Master of Teaching programs
Because candidates are applying to a teacher education program, they also need to submit the following with their application:

- a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
- a photocopy of a certificate of change of name where applicable
- satisfactory evidence of freedom from tuberculosis, required by the Ontario College of Teachers

NOTE: In addition, criminal record screening is required for certification by the Ontario College of Teachers.

f) Transcripts and Academic Records
TWO official transcripts of your academic record from each university attended must be included in the application. Each transcript must be received in a sealed envelope, signed/stamped by the issuing institution.

The transcripts which you receive in sealed envelopes are confidential and are not to be opened.

Some institutions will not provide you with transcripts in sealed envelopes. In this case, official transcripts should be sent directly from the issuing institution to the OISE/UT Registrar's Office, Graduate Studies Admissions Unit. Transcripts received in unsealed envelopes are not considered official, nor are faxed copies of transcripts.

NOTE: Applicants are not required to submit official transcripts of study undertaken at the University of Toronto if they were registered for the first time in the Faculty of Arts and Science (including Erindale College), the Faculty of Applied Science and Engineering, or Scarborough College, in the summer of 1988 or later.

Applicants from universities outside North America should note that official English language translations must accompany all foreign documentation not written in English.

g) English Language Facility

NOTE: OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English.

Applicants must demonstrate their facility in the English language if their mother tongue or first language is not English and they graduated from a non-Canadian university where the language of instruction and examination was not English. In order to have their application considered, evidence of English language facility must be demonstrated by providing satisfactory results of one of the following tests:

NOTE: Test scores must be forwarded directly from the testing service to the OISE/UT Registrar's Office, Graduate Studies Admissions Unit, to be considered official.

- **Test of English as a Foreign Language (TOEFL)**
  Educational Testing Service, P.O. Box 6151
  Princeton, New Jersey
  08541-6151, U.S.A.
  Telephone: (609) 921-9000

  Presently the TOEFL is offered in two formats: paper-based, on which a minimum total score of 580 is required
  OR
  computer-based, on which a minimum total score of 237 is required

  The TOEFL must include a Test of Written English (TWE) or an Essay Rating Score with a minimum score of 5.0 required on both the paper- and the computer-based tests. The OISE/UT "Institution Code" is 0982.

- **Michigan English Language Assessment Battery (MELAB)**
  English Language Institute (ELI)
  University of Michigan
  Ann Arbor, Michigan
  48109-1097, U.S.A.
  Telephone: (313) 764-2416/763-3452
  OR
  The Toronto MELAB Test Centre
  Telephone: (416) 946-3942
  OR

(in person)
New College, Room 2045
University of Toronto
40 Willcocks Street
Toronto, Ontario
OR
(by mail)
New College, Room 2045
University of Toronto
21 Classic Avenue
Toronto, Ontario M5S 2Z3

The minimum MELAB score required is 85.

- **International English Language Testing System (IELTS)**
  University of Cambridge Local
  Examinations Syndicate
  1 Hills Road
  Cambridge, U.K. CB1 2EU

  Applicants may also contact their nearest British Council Office. The only North American IELTS test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained by contacting the IELTS Administrator at (519) 748-5220 ext. 603.

The minimum IELTS score required is 7.0.

3. Graduate Assistantships

Many applicants for admission as full-time students may also be applying for an OISE/UT Graduate Assistantship (see pages 241 - 242). The deadline for submission of the Graduate Assistantship application form is the first Friday in December prior to the academic year for which the assistantship application is being submitted. OISE/UT is unable to provide adequate financial assistance to international applicants, hence they must submit evidence of ability to fund their studies at OISE/UT before an Offer of Admission will be issued.

4. Deadlines

You are encouraged to submit your application as soon as possible. **Completed applications (including all supporting documentation) must have been submitted no later than December 3, 1999**, for registration in the 2000/2001 academic year. While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses. As well, applications received after this date may not be considered for financial support. If admission remains open, note the following supplemental deadlines for receipt of completed applications:

March 3, 2000	for 2000 Summer Session First Term - May start
May 5, 2000	for 2000 Summer Session Second Term - July start
July 7, 2000	for 2000 Fall Session - September start
November 3, 2000	for 2001 Winter Session - January start

NOTE: To be assured that your application will be considered for a place in a program, as well as for financial support, you must have submitted your completed application by December 3, 1999.

NOTE: The deadline for application for the 2001/2002 academic year will be December 1, 2000.

5. Proceeding to Doctoral Degrees

All OISE/UT master's degree candidates wishing to proceed to doctoral degree programs in education must apply for admission and be considered in competition with all other doctoral applicants.

6. Admission Decisions

Applications for admission are considered by the respective OISE/UT departments, and their recommendations for acceptance must then be approved by the OISE/UT Registrar's Office, Graduate Studies Admissions Unit, and, where necessary, the School of Graduate Studies. **Notification of acceptance by individual OISE/UT departments is not official.** Note also that admission is valid only for the beginning date indicated on the "Offer of Admission" letter. Normally applicants can expect official notification regarding their admissibility during the latter part of March. **The Registrar's Office cannot provide any information on the status of applications prior to this time.**

7. Deferral of Admission

Applicants unable to attend the session for which they have been accepted must normally reapply (updating documentation where necessary) and must compete with all other applicants for the later session.

In exceptional circumstances a department may recommend deferral of admission for a twelve-month period following the date of initial acceptance. Requests for deferral must be initiated by the applicant through the OISE/UT Registrar's Office, Graduate Studies Admissions Unit by September 30 of the year of acceptance.

Applicants whose requests for deferral of admission have been approved should be aware that any changes made to degree program requirements will be operative in the deferred program. Documents of applicants who have not previously registered at OISE/UT will be kept on file for two years from the date of submission and are not returnable.

SPECIAL STUDENT APPLICANTS

Special Students are not enrolled in a program of study leading to a degree. Priority is given first to OISE/UT degree students, then other University of Toronto degree students, and finally to Special Students.

Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

NOTE: Students accepted to a doctoral program may be required to undertake some prerequisite study as "Special Students". Such study can be taken on a full- or part-time basis.

Full-Time Study

Students who are changing disciplines or who require preparatory work may be admitted as full-time Special Students and may enrol in a full-time program of study which does not lead to a degree. Applicants interested in taking courses as Special Students on a full-time basis should request a Special Student application package from the OISE/UT Registrar's Office, Graduate Studies Admissions Unit. See the section Minimum Admission, Program and Degree Requirements, pages 26 - 34.

Part-Time Study

Students wishing to take one or two graduate courses which are not for degree credit are admitted as part-time Special Students. Applicants interested in taking courses as Special Students on a part-time basis should request a Special Student application package from the OISE/UT Registrar's Office, Graduate Studies Admissions Unit.

Those accepted with standing lower than a University of Toronto mid-B cannot apply for admission to a degree program at a later date.

GRADUATE PROGRAMS BY DEPARTMENT

On the following pages is information about graduate studies offered by OISE/UT's five departments - their programs, specializations, research foci, faculty and courses. Applicants and students may wish to consult the individual OISE/UT department regarding faculty who may be on sabbatical leave during the coming academic year.

COURSE NUMBERING EXPLAINED

Most courses are offered as half-courses, identified by an **H** following the course number. At the time of publication the actual session in which a course is to be offered is not known. Full courses are identified by a **Y** after the course number.

Effective in the 1998 Summer Session, the three-letter course prefixes indicate the OISE/UT department with which they are identified (see below). Prior to this, OISE/UT graduate courses were prefixed with EDT.

AEC:	Adult Education, Community Development and Counselling Psychology
CTL:	Curriculum, Teaching and Learning
HDP:	Human Development and Applied Psychology
SES:	Sociology and Equity Studies in Education
TPS:	Theory & Policy Studies in Education

Joint courses are indicated by a **J** as the first letter in the three-letter prefix.

Course Number Series. Students should refer to departmental listings for information on master's and doctoral course number series - e.g., in the Curriculum Program, CTL1000 series refers to master's level courses; CTL1800 to 1890 series refers to doctoral level courses, etc.

COURSE DEADLINES, PREREQUISITES, LIMITS

Students should note the deadline for pre-enrolment in courses (see Sessional Dates and Deadlines, pages 13 - 19), at which time an OISE/UT schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it is not always possible to grant admission to the course of first choice.

NOTE: Students with conditions of admission outstanding will not be permitted to pre-enrol in courses.

FULL-TIME/PART-TIME COURSE LOAD

Six half-courses ordinarily constitute a full-time program in the Fall and Winter Sessions (typically three in each session). Each half-course normally meets for thirteen weeks of two and one-half hour classes per week or for twelve weeks of three-hour classes per week. A full course normally meets for two sessions. Two half-courses constitute a full-time program in each term of the Summer Session - May/June and July/August. Each half-course normally meets for six hours a week.

INDIVIDUAL READING AND RESEARCH COURSES

Individual Reading and Research courses can be arranged between a student and a faculty member with expertise in a very specific area of the student's interest not covered in the regular course offerings. When an Individual Reading and Research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Registrar's Office, Graduate Studies Registration Unit.

Students should carefully note the deadlines by which the forms must be in the Registrar's Office. (See Sessional Dates and Deadlines, pages 13 - 19.)

SPECIAL TOPICS COURSES

Each department also offers a number of Special Topics courses in specific areas not already covered in the regular course offerings.

ADULT EDUCATION, COMMUNITY DEVELOPMENT, AND COUNSELLING PSYCHOLOGY (AECDCP)

The Department of Adult Education, Community Development, and Counselling Psychology provides M.Ed. and Ed.D. degrees in the following two distinct Ontario Council of Graduate Studies approved programs:

- Adult Education
- Counselling Psychology

The Department also offers M.A. and Ph.D. degrees in the Adult Education program. Within each of the two distinct programs there are further possibilities of specialization. In addition, the Department is responsible for the adult education provisions in the initial teacher education program.

A Certificate in Adult Education is available for those whose academic preparation makes them ineligible for graduate accreditation programs. Also available is a Diploma in Adult Training and Development for those interested in specializing in this area.

The Counselling Psychology program offers a course of study leading to eligibility for registration as a Psychologist or Psychological Associate in the Province of Ontario in addition to other specializations. Specific information relevant to each of the two programs is presented on the following pages.

The Department welcomes applications to its graduate programs from qualified candidates from Ontario, Canada, and abroad.

GENERAL INFORMATION

- For information about **application** procedures and forms, contact:
  OISE/UT Registrar's Office
  Graduate Studies Admissions Unit, Room 485
  Telephone: (416) 923-6641 ext. 2663/2664
  Telephone: 1-800-785-3345
  E-mail: gradstudy@oise.utoronto.ca

- For information about **registration**, contact:
  Christine Fung, Liaison Officer
  OISE/UT Registrar's Office
  Graduate Studies Registration Unit, Room 485
  Telephone: (416) 923-6641 ext. 2665
  E-mail: cfung@oise.utoronto.ca

ACADEMIC INFORMATION

•Adult Education Program
Community, International and Transformative Learning
Dr: Ed O'Sullivan (416) 923-6641 ext. 2592
Learning and Teaching
Dr. Peter Gamlin (416) 923-6641 ext. 2593
Workplace Learning and Change
Dr. Shahrzad Mojab (416) 923-6641 ext. 2242

•Counselling Psychology Program
Ms. Gladys Kachkowski
Academic Affairs Officer
Telephone: (416) 923-6641 ext. 2552
E-mail: gkachkowski@oise.utoronto.ca

CHAIRPERSON OF THE DEPARTMENT

Budd L. Hall, Ph.D. (UCLA)
Professor
(adult education and global civil society; political economy of adult education; participatory research; poetry and learning in social movements)

ASSOCIATE CHAIRPERSON OF THE DEPARTMENT

Lana Stermac, Ph.D. (Toronto)
Professor
(feminist issues in violence; sexual abuse and assault; forensic psychology)

ADULT EDUCATION PROGRAM

FACULTY

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed from Curriculum, Teaching and Learning
(values education, teaching, teacher education, school renewal)
cbeck@oise.utoronto.ca

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(teacher development; teacher education; teacher education reform; qualitative research methods)
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Joseph P. Farrell, Ph.D. (Syracuse)
Professor, cross-appointed from Curriculum, Teaching and Learning
jfarrell@oise.utoronto.ca

Laara Fitznor, M.Ed. (Manitoba)
Assistant Professor, Conditional, cross-appointed to the Department of Curriculum, Teaching and Learning and the Department of Sociology and Equity Studies in Education
(Aboriginal education; anti-racism education)
lfitznor@oise.utoronto.ca

Peter Gamlin, Ph.D. (Cornell)
Professor
(cooperative inquiry; dynamic/interactive instruction; non-biased/authentic assessment; Aboriginal studies)
pgamlin@oise.utoronto.ca

Budd Hall (see previous listing)
bhall@oise.utoronto.ca

David Hunt, Ph.D. (Ohio State)
Professor
(professional renewal, practitioners' experienced knowledge; practice theory relations)
dhunt@oise.utoronto.ca

J. Gary Knowles, Ph.D. (Utah)
Associate Professor
(teacher development; teacher education, qualitative research methods [especially life history, autobiography and arts-based] and reflexive inquiry; home education; environmenta and outdoor education; education/school architecture)
jgaryknowles@oise.utoronto.ca

Marilyn Laiken, Ph.D. (Toronto)
Associate Professor
(organization renewal and change; conflict management; work team development and participative leadership; organizational learning; experiential and self-directed adult education)
mlaiken@oise.utoronto.ca

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed to Human Development and Applied Psychology
(school psychology: models of service delivery; preventive practices and dynamics of change; social-emotional relationships and depression ir schools; creativity and wellness)
smiezitis@oise.utoronto.ca

Angela Miles, Ph.D. (Toronto)
Professor
(community education, development, and change; education and social movements; feminist theory/analysis; critical theory; globalization)
amiles@oise.utoronto.ca

Kiran Mirchandani, Ph.D. (McGill)
Assistant Professor
(gendered/racialized processes in work settings; critical perspectives on organizational development and learning; globalization and economic restructuring)
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Shahrzad Mojab, Ph.D. (Illinois)
Assistant Professor
(equity and diversity in the workplace; anti-racism education; critical and feminist pedagogy; globalization, the state and educational policy; feminism and nationalism; and comparative and international women's education)
amojab@oise.utoronto.ca

Roxana Ng, Ph.D. (Toronto)
Associate Professor, cross-appointed to Theory and Policy Studies in Education
(immigrant women and globalization; community/state relations; health and the body; transformative learning)
rng@oise.utoronto.ca

Edmund V. O'Sullivan, Ph.D. (Syracuse)
Professor
(global ecological education; transformative learning; critical pedagogy, holistic education, and community development)
eosullivan@oise.utoronto.ca

Jack Quarter, Ph.D. (Toronto)
Professor, Academic Secretary
(workplace, organizational and economic democracy; cooperatives; community development; unions)
jquarter@oise.utoronto.ca

Daniel Schugurensky, Ph.D. (Alberta)
Assistant Professor
(theories of adult education; global/local dynamics; popular education; participatory democracy; Latin America; comparative education; citizenship education; university-community relationships)
dschugurensky@oise.utoronto.ca

Alan M. Thomas, Ph.D. (Columbia)
Professor
(the management of learning in society; politics and economics of adult education; mass media and literacy; corrections education; labour education; learning and the law)
athomas@oise.utoronto.ca

ASSOCIATED INSTRUCTORS

Diane Abbey-Livingston, M.Ed. (Toronto)
Consultant: organizational learning and change

Eileen Antone, Ed.D. (Toronto)
Assistant Professor, cross-appointed from the Transitional Year Program, University of Toronto
(First Nations Education and Indigenous Studies)

David J. F. Beatty, Ph.D. (Michigan State)
Consultant: organizational development

Bonnie Burstow, Ph.D. (Toronto)
Consultant and feminist therapist: qualitative research; basic processes in adult learning

Margaret Fisher-Brillinger, Ed.D. (Toronto)
Adult education and psychotherapist

Jennifer Horsman, Ed.D. (Toronto)
Adult education consultant, Spiral Community Resource Group

Nighat Said Khan
The Dame Nita Barrow Distinguished Visitor in Women in Development and Community Transformation; Institute for Women's Studies, Lahore

D'Arcy Martin, Ed.D. (Toronto)
Labour educator: adult education and social movements

Hanna Mayer, Ph.D. (Florida State)
Consultant: needs-assessment, training and performance technology

Ruth W. McLean, Ed.D. (Toronto)
Chair, Centres for Learner Support, Humber College of Applied Arts and Technology

Deborah Vigoda, Ed.D. (Toronto)
Executive Director, Ontario Gerontology Association

PROFESSORS EMERITI

William E. Alexander, Ph.D. (Syracuse)
Donald H. Brundage, Ed.D. (Columbia)
James A. Draper, Ph.D. (Wisconsin)
M. Dormer Ellis, Ed.D. (Toronto)
Virginia R. Griffin, Ph.D. (Chicago)
Diana J. Ironside, M.A. (Syracuse)
Keith McLeod, Ph.D. (Toronto)
Walter G. Pitman, M.A. (Toronto)
Allen M. Tough, Ph.D. (Chicago)

COUNSELLING PSYCHOLOGY PROGRAM

FACULTY

Lana Stermac, Ph.D. (Toronto)
Professor and Associate Chairperson of the Department
(feminist issues in violence; sexual abuse and assault; forensic psychology)
lstermac@oise.utoronto.ca

J.R. Bruce Cassie, Ph.D. (State University of New York at Buffalo)
Associate Professor and Project Director, OISE/UT Midnorthern/Northeastern Centre
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cassieb.canadorec.on.ca

J. Roy Gillis, Ph.D. (Queen's)
Assistant Professor
(gay, lesbian and bisexual psychology especially mental health aspects of domestic violence and hate crimes; HIV/AIDS risk assessment and prevention; bullying/teasing/violence prevention in schools; forensic psychology)
jgillis@oise.utoronto.ca

Mary Alice Guttman, Ph.D. (Wisconsin)
Professor
(Counselling psychology; school counselling and evaluation; career theory and development; women's studies in work, education and counselling)
maguttman@oise.utoronto.ca

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed to Human Development and Applied Psychology
(school psychology; models of service delivery; preventive practices and dynamics of change; social-emotional relationships and depression in schools; creativity and wellness)
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Niva Piran, Ph.D. (Texas)
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(counselling and health promotion research; feminist counselling; women's mental health; body image development)
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Margaret S. Schneider, Ph.D. (York)
Associate Professor
(community mental health; human sexuality; gender and sexual orientation)
mscheider@oise.utoronto.ca

Jeanne E. Watson, Ph.D. (York)
Assistant Professor
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ASSOCIATED INSTRUCTORS

R. Michael Bagby, Ph.D. (York)
Associate Professor, Department of Psychiatry
Centre for Addiction and Mental Health - Clarke Division

Rosemary A. Barnes, Ph.D. (McMaste
Psychologist, private practice

Ray Blanchard, Ph.D. (Illinois)
Associate Professor, cross-appointed from the Department of Medical Science

Howard Cappell, Ph.D. (Columbia)
Executive Director, Ontario Mental Health Foundation

Elena Cherepanova, Ph.D. (Moscow)
Psychologist (Temporary Register); Psychotherapist; Certified Trauma Specialist

Kathryn A. Douglas, Ed.D. (Toronto)
Psychologist; Counsellor, University of Guelph; Contract Teaching, OISE/UT

Laurie A. Gillies, Ph.D. (York)
Psychologist, Centre for Addiction and Mental Health - Clarke Division
Assistant Professor, Department of Psychiatry, University of Toronto; Head, Interpersonal Therapy Clinic, Clarke Institute of Psychiatry

Margret A.K. Hovanec, Ph.D. (Toronto)
Psychologist, private practice

Karin R. Jasper, Ph.D. (Toronto)
Psychotherapist, private practice at College Street Women's Centre

Nina Josefowitz, Ph.D. (Toronto)
Psychologist Consultant, Atkinson Counselling Centre, York University

Frederick Mathews, Ph.D. (Toronto)
Community Psychologist/Manager of Community Support Programs, Central Toronto Youth Services

Shelley McMain, Ph.D. (York)
Psychologist: Centre for Addiction and Mental Health, ARF Division

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham

Nathan Pollock, Ph.D. (Toronto)
Psychologist, private practice; Assistant Professor, Department of Psychology, University of Toronto

Ami Rokach, Ph.D. (Purdue)
Psychologist: Ontario Correctional Institute, Brampton; Course Director, York University

Marsha Rothstein, Ed.D. (Toronto)
Psychologist, private practice

Judith A. Silver, Ph.D. (Toronto)
Co-Director, OISE/UT Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT

Brenda Toner, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Medical Science

Ronald E. Warner, Ed.D. (Toronto)
Psychologist, private practice

INTERNSHIP SUPERVISORS

NOTE: Changes to several of the following can be expected in September 2000.

Judith A. Silver, Ph.D. (Toronto)
Co-Director, Counselling and Psychoeducational Clinic, and Coordinator of Internship and Counselling Services, OISE/UT

Gale Bildfell, Ph.D. (McMaster)
Psychologist, Coordinator of Intern Training, Toronto East General Hospital

Diana R. Brecher, Ed.D. (Toronto)
Clinical Coordinator, Centre for Student Development and Counselling, Ryerson Polytechnic University

Gary Challis, Ph.D. (Carleton)
Psychologist, Whitby Mental Health Centre, Toronto

William Colvin, Ed.D. (Toronto)
Special Needs Psychologist, Atkinson Counselling Centre, York University, Toronto

Laurie Gillies, Ph.D. (York)
Psychologist, private practice, Toronto

Gregory Hamovitch, Psy.D (Rutgers)
Coordinator, Psychological Services, Canadian Memorial Chiropractic College, Toronto

Joel Hundert, Ph.D. (Western Ontario)
Director, Behaviour Institute, Hamilton

Martin LaLumiere, Ph.D. (Queens)
Psychologist/Researcher, METFORS, Centre for Addiction and Mental Health, Toronto

Mark Lau, Ph.D. (McGill)
Psychologist, Cognitive Behaviour Therapy Unit, Centre for Addiction and Mental Health, Clarke Division

Charles Marino, Ph.D. (Edinburg)
Associate Professor, Atkinson Counselling Centre, York University, Toronto

Edward Meade, Ed.D. (Toronto)
Executive Director, Markham-Stouffville Family Life Centre, Markham

Sam Minsky, Ph.D. (Toronto)
Coordinator, Counselling and Learning Skills Service, University of Toronto

Debbie Nifakis, Ed.D. (Toronto)
Psychologist, McMaster University Counselling and Career Services, Hamilton

David Nussbaum, Ph.D. (Waterloo)
Senior Psychologist, Centre for Addiction and Mental Health,
Clarke Division, Toronto

Neil A. Rector, Ph.D. (York, UK)
Psychologist/Assistant Professor
Centre for Addiction and Mental Health, Clarke Division, Toronto

Joseph Regan, Ph.D. (Toronto)
Psychologist, St. Michael's Hospital, Toronto

Jaan Reitav, Ph.D. (York)
Psychologist, Student Services, Canadian Memorial Chiropractic College, Toronto

Dalia Slonim, Ph.D. (Chicago School)
Clinical Manager of Assessment Services, Child and Youth Division, Surrey Place Centre, Toronto

Lynn Stewart, Ph.D. (York)
Psychologist, Correctional Service of Canada, Toronto

Eva Szekely, Ed.D. (Toronto)
Psychologist/Coordinator of Services. to Psychiatry, Centenary Health Centre, Scarborough

Robin Wilson, Ph.D. (Toronto)
District Psychologist and Director of Relapse Prevention Program, Correctional Service of Canada, Toronto

Percy Wright, Ph.D. (York)
Staff Psychologist, Centre for Addiction and Mental Health, Clarke Division, Toronto

Deborah Zweig, Ph.D. (Minnesota)
Psychologist, York Central Hospital, Richmond Hill

PROFESSORS EMERITI

David S. Abbey, Ph.D. (Toronto)
Sabir A. Alvi, Ph.D. (Indiana)
Clifford M. Christensen, Ph.D. (Minnesota)
Morris N. Eagle, Ph.D. (New York)
Kent Henderson, Ph.D. (Toronto)
Robert B. MacIntyre, Ph.D. (George Peabody)
Larry E. Pass, Ph.D. (Alberta)
Ellen M. Regan, Ed.D. (State University of New York at Albany)
Otto Weininger, Ph.D. (Toronto)
John C. Weiser, Ed.D. (Missouri)
Jeri D. Wine, Ph.D. (Waterloo)
Aaron Wolfgang, Ph.D. (Oklahoma)

ADULT EDUCATION PROGRAM

- For information about **application** procedures and forms, contact:
OISE/UT Registrar's Office
Graduate Studies Admissions Unit, Room 485
Telephone: (416) 923-6641 ext. 2663/2664
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

- For information about **registration**, contact:
Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 485
Telephone: (416) 923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

ADMISSION

Admissions procedures are described in the Application Procedures section, pages 35 - 39.

Each year, the admissions committee receives many more applications for each of its programs than can be accommodated. Selection must be made from a large number of applicants who satisfy admission requirements as stated in the Minimum Admission, Program and Degree Requirements section, pages 26 - 34. Consequently, a number of qualified applicants are disappointed. In some cases the committee may suggest re-application for a later year.

The program requires that the résumé submitted along with the application form provide clear and complete information about the applicant's past experience in adult or related aspects of education - at minimum one year. Applicants must also submit a letter of intent which states their scholarly interests and how these will enhance their contribution to the field and to their future career goals. Doctoral applicants must also submit the names of two Adult Education faculty whose areas of specialization most closely match their own thesis-related interests.

Doctoral applicants who have not completed an M.A. thesis are required to submit a Qualifying Research Paper (QRP) by the application deadline in December.

Students may include in their program, courses offered by other OISE/UT and University of Toronto graduate departments. With the approval of the faculty advisor and the Registrar's Office, Graduate Studies Registration Unit, students are permitted to take the equivalent of two half-courses at another recognized graduate institution for credit in this program, but must commence their program with OISE/UT courses.

DEGREE PROGRAMS

Master of Education

A three- or four-year University of Toronto degree in a relevant discipline or professional program or its equivalent from a recognized university, with standing equivalent to a University of Toronto **mid-B or better** in the final year, is required for admission to the Master of Education program.

The M.Ed. is a non-thesis degree which can be taken on either a full- or part-time basis. The program normally consists of ten half-courses, usually at the 1000 level. At least half of the courses should be from the Adult Education program. Students are normally required to take course AEC1100, the Introduction to Adult Education, and where applicable, an introductory course within their specialization. In addition to the course work, all students must complete a comprehensive requirement from one of the following options:

a) a comprehensive examination
b) an integrative paper
c) a research literature review
d) a field-based exploratory project.

Greater detail on these options is available from the department's comprehensive policy.

NOTE: Students should be aware that they must be registered during the session in which the comprehensive requirement is completed and pay the designated fee. (See Continuity of Registration, page 23.)

Master of Arts

Beginning with the 2000/2001 admissions cycle, a three- or four-year University of Toronto degree in a relevant discipline or professional program or its equivalent from a recognized university, with standing equivalent to a University of Toronto **mid-B or better** in the final year, is required for admission to the Master of Arts program.

The M.A. is a research-based degree which can be taken on a full- or part-time basis. Students normally would take eight half-courses, although additional courses may be required of some students. The courses usually would be at the 1000 level, and include at least four half-courses from the Adult Education program. Students are normally required to take course AEC1100, the Introduction to Adult Education as one of their first two courses. During their program, students in the M.A. are expected to have exposure to both qualitative and quantitative approaches to research. M.A. students complete a thesis which may lay the groundwork for doctoral research.

Doctor of Education
For admission information, see the Minimum Admission, Program and Degree Requirements section, pages 26 - 34.

The Ed.D. program is designed to provide opportunities for more advanced study for those who are already engaged in a career in a related field and who are preparing themselves for further leadership. Those who have not written a thesis as part of their master's program must submit a Qualifying Research Paper (QRP) with their application (see the QRP guidelines available from the Registrar's Office, Graduate Studies Admissions Unit).

The Ed.D. can be taken either on a full- or part-time basis, but there is a minimum of one year of full-time study. Incoming students normally would take eight half-courses, including a four half-course major from the Adult Education program. A minimum of four courses must be at the 3000 level, and it is recommended that the course AEC3102 (the doctoral thesis seminar) be taken at the beginning of the program. It is recommended that AEC3111 (Academic and Professional Seminar for Adult Educators) be taken soon after. All Ed.D. students are expected to take at least one specialized methods course, complete a comprehensive requirement and write a thesis.

Doctor of Philosophy
For admission information, see the Minimum Admission, Program and Degree Requirements section, pages 26 - 34.

The Ph.D. program is designed to provide opportunities for advanced study in the theoretical foundations of adult education and in the application of such knowledge to educational practice. The Ph.D. is a full-time degree. Incoming students would begin as a cohort and would take six half-courses, including a four half-course major from the Adult Education program. A minimum of four courses must be at the 3000 level, including course AEC3102 (the doctoral thesis seminar) which would normally be taken in the first semester of the program by the entire cohort. Ph.D. Students would also normally take AEC3111 (Academic and Professional Seminar for Adult Educators) and at least one specialized methods course. In addition, all Ph.D. students are expected to complete a comprehensive requirement and a thesis.

Initial Teacher Education Program
OISE/UT offers a Bachelor of Education degree with teaching supported by all departments. Faculty members in the Adult Education program participate in this degree as well.

AREAS OF SPECIALIZATION

The Adult Education Program provides a place to study and to contribute to theory, practice, and policy concerning formal and informal, individual and collective adult learning and teaching in small groups, schools, organizations, communities, social groups, and social movements within local, national and international contexts.

The program is organized into three broad areas of specialization, described below. These areas have been designed for admissions purposes and to support students in selecting courses. Students are free to select courses throughout the Adult Education Program as well as courses listed with the Counselling Psychology Program and in other departments in OISE/UT.

- **Community, International and Transformative Learning**
  Coordinator: Dr. Ed O'Sullivan
  Telephone: (416) 923-6641 ext. 2529
  E-mail: eosullivan@oise.utoronto.ca

Faculty and students in the Community and International Transformative Learning specialization share a concern for education, collective action, social justice and planetary survival. They understand learning and teaching to be a complex, multifaceted social, economic, political, cultural and spiritual endeavour. They come from Canada and abroad and bring varied backgrounds including feminist, ecological, anti-colonial, anti-racist, marxist/socialist, indigenous, popular, and holistic education, liberation theology, community organizing, and community development (for example) to a rich dialogical learning experience informed by critical analyses and transformative visions.

Transformative learning and education emphasizes the local and the global/planetary aspects of all these educations and recognizes the links between the varied issues on which they focus and between the various regions of the world. The specialization offers an environment where students of diverse backgrounds, experiences and perspectives and varying levels of expertise can challenge and support each other to broaden and deepen their approaches as they undertake research and contribute to knowledge in particular areas at either the master's or doctoral level on a part-time or full-time basis. (This specialization is also the home of the Interdepartmental Graduate Specialization called 'Transformative Learning', see pages 222 - 223)

Knowledge and learning/teaching outside the academy are honoured and emphasis is placed on building strong, mutually beneficial connections with diverse individuals, groups and communities in Canada and abroad engaged in creating and disseminating this knowledge.

•Learning and Teaching
Coordinator: Dr. Peter Gamlin
Telephone: (416) 923-6641 ext. 2593
E-mail: pgamlin@oise.utoronto.ca
The Learning and Teaching Specialization emphasizes a collaborative, relational, mutual orientation as part of the learning, teaching, and inquiry process. The specialization is concerned with adult learning and teaching within and outside institutional contexts. It promotes school renewal and the learning and teaching of educators who work in diverse informal and formal educational settings.

The specialization has a close association with and commitment to schools and school boards and school-based initial and continuing teacher education. This provides an ideal context for school-based research, study, and professional development and makes possible local, regional, and international connections.
The specialization attracts those who are interested in issues of teaching and learning in a wide range of informal, community, school, college, university, health-care, and other organizational settings including teachers, consultants, administrators, and other school professionals. Principles of adult learning and teaching are central to the perspectives and pedagogies of the faculty.

A subfocus in this specialization is the development and establishment of culturally relevant Aboriginal Education initiatives in the areas of research, teaching, program development, community outreach, initial teacher education and graduate studies. Courses developed from this subfocus will be cross-listed with the Department of Sociology and Equity Studies and the Department of Curriculum, Teaching and Learning.

•Workplace Learning and Change
Coordinator: Dr. Shahrzad Mojab
Telephone: (416) 923-6641 ext. 2242
E-mail: smojab@oise.utoronto.ca
The Workplace Learning and Change specialization has two complementary themes: first, a transformative analysis of the workplace and, second, an examination of alternative approaches to workplace design. The first theme situates the workplace within a broader social framework, including the impact of various forms of hierarchies (for example, social class, gender, race and ethnicity) and related social policies upon the organization of work and the distribution of its resources. Some issues to be considered are: the meaning of work in the modern world; the impact of hierarchical social relations upon such criteria as worker satisfaction, health and safety, creativity and productivity; the effects of globalization upon the workplace; and the impact of work upon the natural environment.

The second theme involves the study of models that seek to reduce workplace inequities. These alternative models attempt to achieve greater equality of power and remuneration; greater inclusivity; broader participation in decision-making; more reflective, responsive, and respectful work environments; greater workplace and economic democracy; a better informed workforce; a higher quality of working life; and more sustainable forms of production.

This focus subsumes a broad interpretation of the workplace. It includes differing locations for work, such as the home and community, and non-formal as well as formal workplace arrangements. The analysis of learning is done from the perspective of the individual, the group and the system.

Applications are invited both from persons not currently in the labour force but with an interest in the study of workplace change, and from practitioners who are involved in the process of organizational learning and change in such areas as adult education, human resource development, organizational consultation, equity leadership and industrial relations. Practitioners may be from all sectors of the economy (private, government, non-profit, cooperative) as well as from labour unions in those sectors. Students can pursue this program on a part-time or full-time basis.

INTERDEPARTMENTAL SPECIALIZATIONS

- **Aboriginal Education** (pending approval)
The departments of Curriculum, Teaching and Learning, and Sociology and Equity Studies collaborate in this specialization and in the development of Aboriginal education studies. The Indigenous Education Network (IEN) is the OISE/UT-wide forum for students and faculty to share common interests. The IEN office and the Aboriginal student caucus offices are located in this department.

For further information, contact:
Laara Fitznor
Telephone: (416) 923-6641 ext 2345
Fax: (416) 926-4749
E-mail: lfitznor@oise.utoronto.ca

The Adult Education program also supports involvement in OISE/UT-wide interdepartmental specializations (pages 219 - 223) in the fields of:

- **Women's Studies/Feminist Studies**
- **Transformative Learning.**

COLLABORATIVE GRADUATE DEGREE PROGRAMS

- **Comparative, International and Development Education**
Applicants interested in this Collaborative Program should communicate directly with Joseph P. Farrell, Head, Comparative, International, and Development Education Centre. (See pages 216 - 217.)

- **Environmental Studies**
OISE/UT offers in cooperation with the Institute for Environmental Studies at the University of Toronto a Collaborative Program in Environmental Studies. This program is carried within OISE/UT jointly through the Departments of Adult Education, Community Development, and Counselling Psychology; Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education. Interested applicants should apply through the Community, International and Transformative Learning specialization. For details on the program, please see pages 217 - 218. Prof. Ed O'Sullivan is the contact person in the department.

- **Graduate Women's Studies (GCWS)**
The departments of Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education participate in the University's Collaborative Graduate program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Director at Innis College and the program advisor in the student's OISE/UT home department. Further information is available on page 218 of this *Bulletin* and from the School of Graduate Studies Calendar.

CERTIFICATE AND DIPLOMA PROGRAMS

- **Certificate in Adult Education**
The Certificate Program is available for those whose previous academic study does not qualify them for admission to graduate degree programs. It provides an opportunity to broaden their knowledge of theory and methods in adult education. Typically, students come from a wide spectrum of adult education activities.

Students may pursue this program on a full- or part-time basis. It consists of a minimum of six half-courses, with an opportunity for additional courses. Students must take at least four courses in this department.

Courses taken as a Certificate student cannot be counted for credit toward a graduate degree at the University of Toronto. Fees for the Certificate Program are those that apply to the equivalent category of Special Student. Incidental fees are not required unless the student is pursuing the Certificate on a full-time basis, in which case the campus services fee must be paid. (See Fees section, pages 238 - 240.)

Inquiries are to be directed to the Program Chairs in the areas of specialization which are of the most interest. Application forms can be obtained by contacting the department.

•Diploma in Adult Training and Development

This Diploma Program is designed for trainers, facilitators, leaders and managers who want to train or facilitate the learning of others. The program consists of five modules listed below, and a practicum.

- Understanding the Adult Learner
- Needs Assessment
- Instructional Design
- Presentation Design and Delivery
- Facilitation Skills

The Diploma in Adult Training and Development is awarded upon completion of all modules and a practicum dealing with all areas covered in the program. A Practicum Report must be submitted to the Program Director and the Practicum Supervisor for feedback and approval. Candidates have one year from the end of the program to complete their Practicum Report.

Modules are offered by experienced trainers and consultants who are grounded in adult education theory and have worked in both the public and private sectors.

Tuition for the complete program for 2000/2001 is $3,210. Modules may be taken individually.

For more information and/or to register, contact:

Maria Fryman, Coordinator
E-mail: mfryman@oise.utoronto.ca
OR
Bill Alexander, Director
walexander@oise.utoronto.ca
Telephone: (416) 923-6641 ext. 2558
Fax: (416) 926-4709
Web site: www.oise.utoronto.ca/training/

COURSES

The following list demonstrates the range of courses offered in the Adult Education Program. Not all of the courses listed are offered in any given year.

AEC1100H Outline of Adult Education
Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all master's students enrol in AEC1100H during the first term of their program.
B.L. Hall, D. Schugurensky and staff

AEC1101H Program Planning in Adult Education
Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

AEC1102H Community Development: Innovative Models
This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the

significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches.
J. Quarter

AEC1103H Introduction to Research Methods in Adult Education

A critical examination of the research process. Qualitative and quantitative research approaches will be explored as an introduction to the formal inquiry process. Typically, students will be exposed to a range of research perspectives through conversational interviews, readings, and small group and whole class discussions. Students will begin to conceptualize their own research project. Particular attention will be given to fostering understandings of the ethical, procedural, and political implications of research work as well as an understanding of what it means to be "the researcher" and "the researched."
J.G. Knowles or staff

AEC1104H Community Education and Organizing

This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.
A.R. Miles

AEC1106H Small-Group Experience and Theory

A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course vary each time it is offered.
Staff

AEC1107H Developing and Leading High Performing Teams: Theory and Practice

This course examines the application of small group theory and leadership models to team development within organizational settings. It addresses such issues as power and difference among members, equity in leadership, peer performance assessment, multi-rater feedback and team process consultation. It provides an opportunity to examine, both theoretically and experientially, the development of a team as it forms, confronts interpersonal and group conflict, and evolves from dependence on the team leader to interdependence and shared leadership among team members. This course is particularly relevant to current workplace designs, where matrix models, cross-functional team arrangements and ad hoc project teams predominate new organizational forms. The course is held on seven alternate weeks for a full day each session, in order to permit both conceptual exploration and the application of theory to actual team development.
M.E. Laiken

AEC1108H Adult Learning

Through reading, interviews, and self-reflection, students in this course will gain insight into adult learning, including self-directed learning. What, why and how do adults learn and change? What are the implications for educators?
M.E. Laiken or staff

AEC1110H Basic Processes in Facilitating Adult Learning

A theoretical and experiential study of adult learning processes, and of the procedures educators can use in group settings to enhance the development of learning processes. Students will explore personal, institutional and societal variables involved in adult learning, examine the factors that promote or hinder them, experience and analyze different teaching approaches, and develop a personal approach to the teaching/learning process.
D. Schugurensky or staff

AEC1114H Comparative and International Perspectives in Adult Education

An exploration of adult learning in several societies, with attention given to the historic, demographic, political, and economic factors. This course introduces a number of methods of comparison particularly applicable to adult education, and provides an introduction to the field of comparative studies.
D. Schugurensky and S. Mojab

AEC1116H Learning Values in Adulthood

This course examines the nature of values, the role of ideas about values in an adult's life, the adult life cycle and its value dimensions, a values approach to adult life problems, a values "curriculum" for adults, and strategies for adult values learning in formal and informal settings.
C.M. Beck

AEC1117H Consulting Skills for Adult Educators

The purposes of this course are fourfold: (1) to explore different consulting styles; (2) to explore the stages of the consulting process; (3) to explore the models of consulting stages; (4) to emphasize the practice of consulting skills in simulated consulting situations.
Staff

AEC1119H Creating a Learning Organization

The course is a study of theory, research, and experience based on a view of organizations as contexts for learning and as learning systems. The course will employ a variety of learning strategies including participant and instructor presentation, organizational simulation and experiential learning, guest speakers, and field study. Students will gain an appreciation of approaches to the integration of work and learning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.
Staff

AEC1122H Practicum in Adult Education and Community Development (Pass/Fail)

This course provides an opportunity for students to put theoretical ideas they have learned in other courses into practice. Students will identify a placement setting, and develop a project in consultation with the instructor. The practicum can be situated within any setting (examples include schools, private sector organizations, community groups, hospitals, etc.). Students will also participate in a weekly seminar which will provide opportunity for support, feedback and reflection.
K. Mirchandani or M.E. Laikin

AEC1125H Contemporary Issues in Adult Literacy

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.
Staff

AEC1130H A Participant-Directed Seminar: Learning in Organizations

This course is intended for students who have an interest in exploring the dynamics and development of an organization which supports individual, group and systemic learning and change. Through designing and operating an organization intended to meet the learning needs of its members, participants learn experientially as well as theoretically about the "disciplines" of developing an organizational vision; sustaining personal mastery; engaging in team learning; examining mental models; and encouraging systems thinking.
M. Laiken or staff

AEC1131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

AEC1133H Introduction to Qualitative Research in Adult Education

This course is concerned with approaches to research that gather information through participant observation, conversational interviews, and the collection of documents or artifactual materials. The course provides students with an opportunity to conceptualize and conduct a mini research project drawing on various strategies of qualitative research. Particular attention will be placed on the representation of human experience and the forms of presentation associated with formal research processes. Conversational interviews, readings and small group and whole class discussions, and peer and faculty consultations will guide students' learning.
J.G. Knowles or staff

AEC1135H Practicum in Organization Development (Pass/Fail)
This course provides an opportunity, within an organizational setting, to enhance professional skills and knowledge related to some aspect of Organization Development. Students and instructor identify learning objectives, select field sites, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department. Prerequisite: Permission of instructor, obtained at least two months before the course begins.
M. Laiken, K. Mirchandani or staff

AEC1137H Evaluation of Adult Education Programs
This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how an evaluation should be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.
Staff

AEC1141H Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development
This course provides a theoretical framework for the adult educator's work within organizational settings. A variety of methods, including readings, audio-tapes, guest speakers and group discussion provide a broad overview of the evolution of Organization Development from early management theory to current practices in the field. The course offers an opportunity to evolve one's own perspective as a practising or aspiring organization consultant. The course provides a good introduction for those new to the field.
M. Laiken or staff

AEC1143H Introduction to Feminist Perspectives on Society and Education
This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is designed for women and men who do not specialize in feminist studies but are interested in becoming acquainted with feminist analysis and its large implications for theory and practice. It should be especially useful for students who are facing issues of gender in their research, their work, or their personal lives and are interested in how gender intersects with race, class, and sexuality.
A.R. Miles or staff

AEC1145H Participatory Research in the Community and the Workplace
A course concerned with the theory and practice of participatory research as it has particularly been developed in adult education settings in both the community and the workplace. The course focuses on theory drawn from North American, Third World, and feminist work and from case studies in a variety of settings, and it emphasizes the collaborative production of knowledge in real-life settings.
B.L. Hall

AEC1146H Women, Globalization and Citizenship
This course will focus on the impact of globalization on women and citizenship. It will study current feminist approaches to the study of nationalism, multiculturalism, and identity. We will engage in a critical analysis of contemporary problems of gender and citizenship. Specifically, we will examine the link between globalization of socioeconomic relations and nation-states; the relationship between citizenship and nationality; and citizenship rights versus human rights. The course will offer a comparative and international perspective.
S. Mojab

AEC1148H An Introduction to Workplace, Organizational and Economic Democracy
This course provides an introduction to workplace, organizational and economic democracy. Both case studies and relevant theory will be considered. Much of the material in the course will be interdisciplinary.
J. Quarter

AEC1152H Individual Reading and Research in Adult Education: Master's Level

Specialized exploration, under the direction of a faculty member, of topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.

Staff

AEC1156H Power and Difference in the Workplace

This course will offer a critical analysis of the place of power in sustaining inequalities in the workplace. It will look at the sources of power, its reproduction and persistence. The course will consider a variety of ways in which power is exercised in the workplace. Power will be examined as a multidimensional phenomenon including class, gender, sexuality, race and ethnicity. We will look at the ways in which the unequal distribution of power works to advantage or disadvantage certain groups of people. The course also will seek alternative approaches aimed at the establishment of an equitable workplace.

S. Mojab

AEC1160H Introduction to Transformative Learning Studies

This is the foundation course for Transformative Learning studies. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.

E.V. O'Sullivan

AEC1165H Poetry, Social Movements and Adult Learning

This course is designed to examine the role of poetry as a form of adult learning. It will consist of reading poetry that has come from the multi-centred world of transforming relationships and resistance, from new literate adults in Canada and elsewhere, from many forms of feminism, from the struggles of women and men of the African diaspora, from ecological movements, from solidarity movements and from democratic struggles in trade unions and elsewhere. The role of poetry in a variety of adult education settings from the informal to the formal will be explored. The course draws on theoretical links between adult education theory, social movement theory and poetics. It includes references to historic and contemporary uses of poetry and the spoken word in adult learning contexts.

B.L. Hall

AEC1170H Practitioners' Experienced Knowledge

A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups.

D. Hunt

AEC1171H Treaty Rights and Aboriginal Education: Contemporary Policies and Programs

This course is designed to provide an interdisciplinary approach to the analysis of Aboriginal education in Canada. Emphasis is on understanding the influences of policies, programs, and institutions that affect the Aboriginal community in respect to Aboriginal education. One of the major data sources will be the report of the Royal Commission on Aboriginal Peoples. Aboriginal guest speakers will also comment on selected topics. Components of this course will include the Aboriginal world view; contemporary history/politics relevant to Aboriginal Peoples; and Aboriginal education and healing. Treaties were originally signed between First Nations and the Federal Government of Canada. These treaties for the most part have not been honoured. In this course we shall discuss the ways and means to redress this situation as we focus more specifically on issues relevant to Aboriginal education.

E. Antone or Staff

AEC1172H Contextual Assessment for Enhancing Classroom Learning
Theory and practice of classroom-based assessment and intervention; practicum in classroom observation of teaching and learning styles; factors related to pupils' social-emotional functioning. Experimentation with alternative strategies to enhance motivation and learning. Prerequisite: Permission of instructor.
S. Miezitis or P. Gamlin

AEC1173H Creativity and Wellness: Learning to Thrive
Theoretical perspectives on the development of one's sense of self, factors contributing to resiliency and vulnerability, and different approaches to coping with life stresses will be examined. Creative strategies for confronting challenges related to work, health, or personal growth issues will be explored.
S. Miezitis

AEC1174H Teachers as Thoughtful Practitioners
This course will explore the view that teachers are "thoughtful practitioners", the primary agents of schooling. It will focus on the empowerment of teachers through school-based inquiry and through a more adequate understanding of the teacher's role.
C. Beck

AEC1175H Teacher Learning in School Contexts
The focus of this course is on schools as contexts for teacher learning. Students will explore relevant literature in the area of teacher development, and engage in a practical inquiry designed to explore the role of the school in facilitating ongoing learning and professional growth.
A. Cole

AEC1177H Cross-Cultural Roots of Identity Development: Intercultural Relations and Creative Lifelong Learning in Plural Societies
In cooperative inquiry, the class will discuss identity development from a cross-cultural perspective. Intercultural relations in plural societies is one topic strand. Acculturation conflicts in first and second generation newcomers to Canada is another topic strand. Biculturalism as a third topic strand is examined in relation to creative lifelong learning.
P. Gamlin

AEC1178H Practitioner/Ecological Identity and Reflexive Inquiry
The course is intended to initiate explorations of both practitioner and ecological identity. It is directed to a wide range of practitioners (including those working in environmental education) who have high regard for the place that values grounded in ecological and environmental responsibility may have in their professional practices. The course is writing intensive. A reflexive inquiry (autobiographical) process is the primary inquiry tool. The course activities are directed toward explorations of relevant personal history-based experiences and their meanings focusing, especially, on the place of experiences in particular (natural) ecological and environmental contexts - and the forming of subsequent sensitivities - in developing orientations to practitioners' work. Articulation of contemporary and forward looking perspectives about ecological and environmental issues as they pertain to the local (as well as regional and global) context of professional practice is expected.
J. G. Knowles

AEC1180H Aboriginal World Views: Implications for Education
In this course students will study philosophical views shared in Aboriginal thought that honours diversity of identities, culture and language, and geographic locations. Recent literature which highlights more than ever before culturally appropriate and culturally based Aboriginal education grounded in Aboriginal philosophies and the goal of self-determination will be explored. Central to understanding Aboriginal world views is the importance of drawing on and working with traditional wisdom related to the ora traditions, elders knowledge, and cultural symbols that speak to the 'teachings' (philosophies). Likewise, students will learn tha critical to this process is placing this understanding in the context of Aboriginal Peoples' experiences with colonialism and oppression, and struggles for self-determinatio yesterday and today. This course will promote an understanding and appreciation of Aborigina perspectives and explore strategies for integrating this knowledge into the work of educators. Students will be able to apply perspectives to their own research.
L. Fitznor

AEC1181H Health, Healing and Knowledge of the Body: Education and Self-Learning Processes
This course compares and contrasts how different medical systems conceptualize health, healing and the body in eastern medical traditions with an emphasis on Traditional Chinese Medicine. In addition to readings, physical and meditative exercises and keeping a health journal are required.
R. Ng

AEC3102H Doctoral Thesis Course in Adult Education (Pass/Fail)
This course is designed to help doctoral students develop their thesis proposal and particularly the research problem. It is suggested that the course be taken at or near the beginning of the program.
J. Quarter or staff

AEC3103H Teaching about Global and Social Issues
This is a course that deals with issues around globalization, sustainable ecological development, social issues at both a global and local level dealing with diversities and social power. The course will also deal with North-South tensions in knowledge production and legitimization. There is also a concern to look at our present history from a planetary perspective that embraces post-colonial development issues, and feminism in the global context. There will be an emphasis on exploring and identifying teaching strategies dealing with the thematic issues of the course. Part of the class project will involve specific teaching projects that are relevant to the participants.
Suggested background: Courses AEC1146, AEC1160, AEC3104.
E.V. O'Sullivan

AEC3104H Political Economy of Adult Education in Global Perspectives
This course will examine adult education in global contexts with specific focus on "Third World" societies. It will offer a critical review of the relationship between adult education, modes of production, and state. In this course we will draw on Marxist, feminist, anti-racist, and ecological theoretical debates. Applying critical comparative analysis, the course will examine the role of adult education in liberation movements and democratization of state and society. We will study the role of adult education in building a dynamic civil society and challenges we are facing towards creating a democratic civil society.
B.L. Hall and S. Mojab

AEC3111H Academic and Professional Seminar for Adult Educators (Non-Credit)
(no course credit, attend/not attend) The general goals for the seminar are to orient graduate students to the work of faculty members, to foster scholarly relationships between faculty members and doctoral students, to help each thesis writer bring her/his research work to a clear focus, to create "a culture of thesis completion", to fuse academic and professional work, to encourage subsequent involvement in the field, and to develop ongoing, personal profession and development practices.
Prerequisite: Admitted as Doctoral student to Adult Education program.
Staff

AEC3113H Adult Education Approaches to State, Equity, and Democracy
This course will offer a critical framework for analyzing the role of social movements and modern Western democratic states in initiating, implementing, and ensuring equality of access and participation to members of marginalized groups. We will examine the potential and limitations of equity initiatives in areas such as, but not limited to, education, health, social and legal services. The course will also examine alternative approaches designed to build inclusive communities.
S. Mojab

AEC3117H Learning and the Law
Continuing education systems - that is, educational systems available throughout individual lifespans - are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.
A.M. Thomas or staff

AEC3119H Global Perspectives on Feminist Education, Community Development and Community Transformation
The course provides an opportunity for students to study globally aware women's educational practice in community development and community transformation. It examines the general principles of this practice, the major challenges faced by practitioners in Canada and abroad, the growing regional and international women's networks supporting this practice, and current debates among women locally and within these networks.
A.R. Miles or staff

AEC3125H Continuing Education of Professional Personnel: Principles, Modes, and Problems
A critical survey of the goals, methodology, and results of institutional and self-directed programs of continuing education for professional personnel. The course will review attempts to assess the results of various programs in relation to vocational performance as well as the performance of individual and social roles.
A.M. Thomas or staff

AEC3126H Transformative Education and the Global Community: Creativity and Social Change
This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the development of a "world community." Special attention will be given to the problems presented by nation states - that is, violence as a resolution to social conflicts within and between nation states. The mass media and educational institutions will be examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a global world community. A strong emphasis on global-ecology issues will be pervasive.
E.V. O'Sullivan or staff

AEC3131H Special Topics in Adult Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

AEC3132H Special Topics in Women in Development and Community Transformation
This half course will be taught once a year by the current holder of the Dame Nita Barrow Distinguished Visitor position at OISE/UT. Each visitor will call on her own particular area of interest and experience to develop a course dealing with current issues of women, development, and community transformation in a global context and from a Southern perspective.
A.R. Miles and staff

AEC3138H Social Theories and Adult Education
This seminar examines adult education policies, programs and practices in the light of theories of social and cultural reproduction, as well as theories of social change. It also provides students with an opportunity to critically analyze both existing theories and their own assumptions. One of the goals of the seminar is to assist students with developing their theoretical framework for their thesis. Thus, students will be asked to take an active role in relating social theories to their research proposal.
D. Schugurensky or staff

AEC3152H Individual Reading and Research in Adult Education: Doctoral Level
Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in existing courses. While credit is not given for a thesis topic proper, the study may be closely related to such a topic. Guidelines are available from the department.
Staff

AEC3170H Perspectives on Qualitative Research on Learning and Teaching: Part I
Students in this course will have opportunities to explore a variety of "alternative" approaches to the study of schools and teaching, and to consider theoretical assumptions and methodological issues associated with each. The course is designed to facilitate the planning, preparation, and conduct of doctoral research.
A. Cole

AEC3171H Perspectives on Qualitative Research on Learning and Teaching: Part II

This course is a continuation of AEC3170H. In Part II the various alternative approaches to the study of schools and teaching will be further examined with an applied focus. Emphasis will continue to be placed on issues associated with doing qualitative educational research.
Prerequisite: AEC3170H
A. Cole

AEC3172H Renewal in Adult Education

This course is based on the Spirit of Renewal framework. The values in the Spirit of Renewal - (1) Equity of expertise, (2) Synergy of sharing, (3) Positive orientation, (4) Continuity, (5) Contradiction, and (6) Human potential, will serve as the basis for participants to develop their own images and qualities of these beliefs. Once these images and qualities are shared, they will serve to develop action plans in whatever form of adult education the participants are concerned.
D. Hunt

AEC3173H Effecting Change: Creating Wellness

Theory and practice in visualizing and initiating change in educational, community and work settings with special emphasis on fostering resiliency and wellness. Preventive models of service delivery based on collaborative problem solving approaches; dynamics of consultant and consultee relationships. Analysis of practicum experiences in educational or other contexts of students' choice. Prerequisite: AEC1173 or permission of instructor.
S. Miezitis

AEC3174H Dynamic Instruction: Maximizing the Potential for Learning in a Collaborative Learning/Teaching Environment: Part I

Students will collaborate in a socio-cultural investigation of learning and teaching wherein the analysis will work against the tendency toward disciplinary fragmentation and isolation. Human beings are viewed as coming into contact with, and creating their surroundings as well as themselves through the actions in which they engage. Significant learning and teaching is discussed from this perspective, primarily through the framework provided by L.S. Vygotsky. Specific applications of this approach are described, particularly in relation to maximizing the learner's potential to learn in a collaborative and holistic learning/teaching environment.
P. Gamlin

AEC3175H Dynamic Instruction: Maximizing the Potential for Learning in a Collaborative Learning/Teaching Environment: Part II

Students will collaborate on a project that will be the outgrowth of discussions in Part I (AEC3174H). Students will be introduced to, and apply the techniques of dynamic instruction that foster strategic/intentional learning. Dynamic instruction has as a primary emphasis a focus on cognitive modifiability. In this connection, the role of mediated action, leading activities, and the methods of reciprocal teaching are considered. Part I is a prerequisite for the course.
P. Gamlin .

AEC3176H Sense of Place in Professional and Natural Contexts

The course is intended to extend students' previous explorations of both "practitioner and ecological identity" through extensive readings, discussions and writing opportunities. It is directed to a wide range of professionals/practitioners (including those working in environmental education). These persons see potential places in their work contexts and lives, and their professional practices, for the clarification and expression of personal values grounded in ecological and environmental experience, knowledge, and responsibility. The course provides a context in which to examine a variety of published works by scholarly and literary authors, journalists, artists and those in the professions. These works articulate notions of "sense of place", "rootedness" in landscape (intellectual, professional, built, and natural), ecological/environmental identity, geopiety, and a range of other connected concepts and will form the basis for extending course participants' understandings and expressions of their own ecological/environmental identities and perspectives as they pertain to professional practice within their workplaces. The course is intended as an extension and expansion of AEC1178. Permission of instructor is required.
J. G. Knowles

Other courses accepted for credit

The following courses may be taken for credit in the Adult Education program. For descriptions, see the relevant department course listings.

AEC1266H	Career Counselling and Development: Transition from School to Work
AEC1275H	Special Topics in Counselling Psychology: Youth at Risk: Special Challenges for Counsellors and Educators
AEC3233H	Research Seminar in Career Development
CTL1303Y	Global Education: Theory and Practice
CTL1308H	Education and Cosmology
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
SES1921Y	Principles of Anti-Racism Education
SES1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications
SES1953H	Teaching Conflict and Conflict Resolution: Politics and Practice
SES2942H	Education and Work
SES2970H	Countering Myths About Aboriginal People through Multiple Medias
SES3951H	Political Economy, Canadian Culture and Education

COUNSELLING PSYCHOLOGY PROGRAM

The Counselling Psychology Program offers three areas of specialization:

- Counselling Psychology for Psychology Specialists (M.Ed., Ed.D.)
- Counselling Psychology for Community Settings (M.Ed., Ed.D.)
- Guidance and Counselling (M.Ed.)

Applicants should consider each in relation to eligibility criteria and their own areas of interest. General information and admission requirements for each specialization are provided on the following pages.

Details on the specific program and degree requirements for each specialization are contained in a brochure called *Guidelines for the Counselling Psychology Program* published each January and provided to newly admitted students at the time the offer of admission is made.

The Counselling Psychology program normally begins in either the Summer or the Fall Session.

GENERAL INFORMATION

- For information about **application** procedures and forms, contact:
  OISE/UT Registrar's Office
  Graduate Studies Admissions Unit, Room 485
  Telephone: (416) 923-6641 ext. 2663/2664
  Telephone: 1-800-785-3345
  E-mail: gradstudy@oise.utoronto.ca

- For information about **registration**, contact:
  Christine Fung, Liaison Officer
  OISE/UT Registrar's Office
  Graduate Studies Registration Unit, Room 485
  Telephone: (416) 923-6641 ext. 2665
  E-mail: cfung@oise.utoronto.ca

ACADEMIC INFORMATION

Ms. Gladys Kachkowski
Academic Affairs Officer
Telephone: (416) 923-6641 ext. 2552
E-mail: gkachkowski@oise.utoronto.ca

Admission Requirements

In addition to the minimum degree requirements described earlier in this publication, some programs in this department will have specific requirements relative to the nature and length of the program. These will be found with the description of the programs which follows. Applicants should always consult the Minimum Admission, Program and Degree Requirements section, pages 26 - 34, as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Counselling Psychology.

Although the minimum requirement for admission to a master's program is the equivalent of a University of Toronto bachelor's degree with standing equivalent to a University of Toronto mid-B, students normally need a higher academic standing to compete effectively with the large number of well qualified applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted. Program admission committees reserve the right to determine which applicants will be admitted to their program.

Normally, students apply to only one specialization within the Counselling Psychology program and this should be indicated in their letter of intent. An applicant's file must be complete before it can be reviewed by the department.

COUNSELLING AND PSYCHOEDUCATIONAL CLINIC

Co-Director: Judith A. Silver

The Clinic is a teaching facility supporting the OISE/UT graduate training program. The Clinic provides opportunities for students to work under the supervision of registered psychologists with adults and children in psychotherapy and counselling, psychological and educational assessment, remedial instruction, and innovative programming. Furthermore, the Clinic provides a setting and a framework for research as well as an up-to-date psychoeducational test library.

THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO AND PREPARATION FOR PROFESSIONAL PRACTICE

Students whose plans include preparation for professional practice in psychology should note the following:

Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. Only the following programs are designed to meet the academic requirements for registration by the College:

- M.Ed. Counselling Psychology for Psychology Specialists
- Ed.D. Counselling Psychology for Psychology Specialists

A requirement for admission to the M.Ed. program is a University of Toronto four-year bachelor's degree in psychology or its equivalent. A requirement for admission to the Ed.D. program is an M.Ed. or M.A. in Counselling or Clinical Psychology after a University of Toronto four-year bachelor's degree in psychology or its equivalent.

For further information on registration as a Psychologist or Psychological Associate, contact:

The Registrar
College of Psychologists of Ontario
Suite 201, 1246 Yonge Street
Toronto, Ontario M4T 1W5
Telephone: (416) 961-8817
E-mail: cpo@cpo.on.ca

The Department of Adult Education, Community Development and Counselling Psychology wishes to draw your attention to a policy statement by the College regarding independent practice by any psychology student for a fee:

> "By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the College of Psychologists of Ontario, a serious question of good professional judgement may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

COUNSELLING PSYCHOLOGY SPECIALIZATIONS

•COUNSELLING PSYCHOLOGY FOR PSYCHOLOGY SPECIALISTS

Master of Education

The M.Ed. program is designed for applicants interested in working in careers in psychological services and meets the academic requirements for registration with the College of Psychologists of Ontario as a psychological associate. It also meets the needs of students who plan to apply to the Ed.D. in Counselling Psychology for Psychology Specialists program. This is designed to meet the academic requirements for registration as a psychologist with the College of Psychologists of Ontario. (See the Ed.D. program on the following pages.)

NOTE: Admission to the M.Ed. program does not guarantee admission to the Ed.D. program.

Admission Requirements

Admission is limited to applicants who have a University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better**.

Program of Study

The M.Ed. program in Counselling Psychology for Psychology Specialists consists of eight half-courses and a master's research project (MRP). The MRP is supervised by a faculty member. Students will plan their program according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Every program will include courses in counselling theory, practice, assessment, ethics, and research methodology, as well as a practicum placement. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203 (Practicum in Counselling).

Full-time on-campus study is required from September to April, which represents the Fall and Winter Sessions; however, students may begin their program in the preceding Summer Session. Normally, three half-courses are taken in each of the Fall and Winter Sessions and a maximum of two in the Summer Session. Typically, the program is completed in four sessions.

Doctor of Education

The principal emphasis in this program is on the development of advanced level counselling and assessment skills. In addition, students are expected to acquire the ability to consult appropriately with other professionals in the community, to plan and evaluate programs for the delivery of counselling and related services, and to design and carry out counselling-related research. Graduates of the program will be prepared to assume a variety of positions in psychological practice and research in schools and universities, in community settings, in agencies offering psychological services, and in university or college counselling centres.

Admission Requirements

The Ed.D. program in Counselling Psychology requires the following:

a) A University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better.**

b) Normally, a University of Toronto M.Ed. degree with specialization in Counselling Psychology for Psychology Specialists, or its equivalent, with standing equivalent to a University of Toronto **A- or better**. Student with a four-year bachelor's degree in psychology who began the M.Ed. for Community Settings program (formerly the M.Ed. (A) program) prior to the 1995 Summer Session may also be eligible to apply for admission.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper which is required at the time of admission.

Program of Study

Students will plan individual programs according to the current "*Guidelines for the Counselling Psychology Program*". Faculty advisors are available to assist in this process. Progress in the program will be reviewed annually.

Five areas of essential course content for a professional training program in counselling psychology are:

- counselling and psychotherapy
- assessment
- statistics and research design
- psychometrics
- ethics and professional issues.

Normally, eight half-courses will be required. The program must be taken on a full-time basis. Please note that the Counselling Program is currently adjusting course requirements to conform to the guidelines and principles for the American Psychological Association accreditation of programs in professional psychology.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 2,000 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation supervised by a full-time member of the Counselling Psychology faculty. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Comprehensive Examination

In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of the second year of full-time study. A reading list defining the required areas of knowledge is available.

The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in each of four areas of general psychology:

- the biological bases of behaviour
- the social bases of behaviour
- the cognitive/affective bases of behaviour
- individual differences.

The section on professional psychology is a comprehensive examination in the five areas of professional training:

- counselling and psychotherapy
- assessment
- statistics and research design
- psychometrics
- ethics and professional issues.

•COUNSELLING PSYCHOLOGY FOR COMMUNITY SETTINGS

Master of Education

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health centres.

Admission Requirements

a) a three-year University of Toronto bachelor's degree in any area (including Psychology) or its equivalent, or a four-year University of Toronto bachelor's degree (from areas other than psychology) or its equivalent, completed with standing equivalent to a University of Toronto **B+ or better**.

b) at least one year of relevant experience.

Program of Study

The M.Ed. Program in Counselling Psychology for Community Settings requires ten half-courses plus a comprehensive examination. Individual programs will be planned according to the current "*Guidelines for the Counselling Psychology Program*". Faculty advisors are available to assist in this process. The five half-courses required in Counselling Psychology will include one in counselling, group theory, ethics, and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203 (Practicum in Counselling).

In addition, it is highly recommended that students select an appropriate course in research methodology in consultation with their advisor.

NOTE: Applicants with a four-year bachelor's degree in psychology cannot apply for this program. They can apply only to the M.Ed. program in Counselling Psychology for Psychology Specialists.

Doctor of Education

Counsellor training in this program emphasizes the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of student counselling services in addition to the advanced study of counselling theory and practice. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in colleges and institutes of education, as directors and coordinators of school guidance programs, as specialists in the provision of counselling-related, inservice training for school personnel, and as providers of advanced levels of personal counselling to school, college, and related populations.

This option will be especially attractive to individuals who have demonstrated a career commitment to the provision of counselling services in an educational setting. Consult the department's guidelines about specific course offerings.

Admission Requirements

In addition to the minimum requirements for admission to Doctor of Education programs found in the Minimum Admission, Program and Degree Requirements section, pages 26 - 34, the Program in Counselling Psychology requires the following:

a) a University of Toronto three-year bachelor's degree in any area (including Psychology) or its equivalent, or four-year bachelor's degree (from areas other than Psychology) or its equivalent.

b) the applicant must normally hold an M.Ed. degree with specialization in Counselling Psychology for Community Settings or in Guidance and Counselling from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto **B+ or better**.

c) the applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.

d) applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigourous manner. This constitutes a Qualifying Research Paper.

Program of Study

Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, six of which must be in Counselling Psychology.

Each student must complete a minimum of one year of full-time, on-campus study and, in addition, serve a period of internship in an appropriate setting.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 500 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

•GUIDANCE AND COUNSELLING

Master of Education

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. Students completing this M.Ed. degree may have their degree credited toward Parts I and II of the Ontario College of Teachers' Specialist Certificate in Guidance. Further information may be obtained from:

Ontario College of Teachers
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: (416) 961-8800
Telephone: 1-888-534-2222
Fax: (416) 961-8822
E-mail: info@oct.on.ca
Website: www.oct.on.ca

Applicants interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling Psychology for Community Settings.

Admission Requirements

a) a three- or four-year University of Toronto bachelor's degree or its equivalent, from any area, with standing equivalent to a University of Toronto **mid-B or better**;
b) teacher certification;

Program of Study

Candidates may pursue this program on a full- or part-time basis. The M.Ed. requirements for this degree are ten half-courses plus a comprehensive examination.

The program, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the four half-courses required in Counselling Psychology every program must include counselling and group theory and a practicum experience. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203 (Practicum in Counselling). Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

COURSES

The following list demonstrates the range of courses offered in the Counselling Psychology Program. Not all of the courses listed are offered in any given year.

AEC1201H Child and Adolescent Development

This course addresses factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. As well, preventive and remedial phases of mental health are examined.
R. Volpe and staff

AEC1202H Theories and Techniques of Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change.
Full-time Guidance and Counselling students may take AEC1202H concurrently with AEC1203Y. Counselling students will have priority for enrolment in this course.
Staff

AEC1203Y Practicum in Counselling

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserves the right to make any final decisions when questions arise concerning the placement of a student in a setting.
Note: Practicum plus class work during the Summer Session takes five full days per week.
Note: All counselling practica must be done through OISE/UT. Practica done at other universities may not be considered as substitutes.
Prerequisite: AEC1202H, for Counselling students only. Full-time Counselling students may take AEC1203Y concurrently with AEC1202H.
M.A. Guttman, L. Stermac, J.E. Watson, J. Silver and staff

AEC1205H Individual Intellectual Assessment

Theories of intelligence; observation and discussion of the administration and interpretation of the Revised Stanford Binet, the Wechsler Intelligence Scale for Children, and the Wechsler Adult Intelligence Scale; and an introduction to some other tests of intellectual abilities. Includes a practicum in group test administration.
Prerequisite: Permission of instructor.
Staff

AEC1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity

This course will review the research findings and clinical case literature in selected areas of lesbian, gay, bisexual, and transgender psychology with reference to their implications for professional practice in counselling psychology. Particular emphasis will be given to the clinical and research implications of sexual orientation identity acquisition, bias crime victimization, same sex domestic violence, HIV/AIDS, gender dysphoria, and alcohol and substance use. Students will come to a greater appreciation and understanding of the special counselling needs of clients from differing sexual orientations and gender identities through a combination of lectures, seminar presentations, discussions, bibliographic and Internet research, and original student research projects.
J. R. Gillis

AEC1208H The Counselling Relationship

This course aims to develop the skills of the trainee counsellor through increasing the ability of students to recognize, understand, and use counsellor's and client's experiences in the counselling relationship. Topics include the dyadic nature of the counselling relationship, transference, countertransference, client and counsellor differences, contextual effects on the counselling relationship, responses to "difficult" clients, and ethical issues.
N. Piran

AEC1212H Psychological Aspects of Counselling and Teaching New Canadians

The overall aim of this course is to provide a background of knowledge obtained both inside and outside the classroom to aid in teaching and counselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.
Prerequisite: Permission of instructor.
Staff

AEC1214H Research Seminar in Multicultural Studies

The course is designed to enable students to do extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to review the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do fieldwork to collect data ranging from

interviewing and visiting ethnic neighbourhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.
Prerequisite: Permission of instructor.
Staff

AEC1219H Ethical Issues in Professional Practice in Psychology
This course is an introduction to ethical issues in the professional practice of psychology. We will cover issues encountered in counselling, assessment, and research and will have opportunities to discuss ethical issues in teaching and organizational and community psychology. The goals of the course are: a) to familiarize students with the variety of issues they might encounter in their own work, b) to provide students with the skills and resources for ethical decision-making, c) to familiarize students with the codes, standards, and legislation which bear on ethical and legal issues.
Open to Counselling Psychology students only.
M.S. Schneider and staff

AEC1228H Individual and Group Psychotherapy: Family and Marital Counselling
This course will examine one of several contemporary models of psychotherapy for family and marital counselling.
Staff

AEC1229H Individual and Group Psychotherapy for Counselling
Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.
Prerequisite: Permission of instructor.
Staff

AEC1243H Seminar in Community Psychology and Community Development
The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
Staff

AEC1245H Brief Counselling Strategies
This course is intended to introduce students to recent developments in the theory and practice of brief counselling strategies with a particular emphasis on the Solution focussed model. The practice component of the course will involve learning how to apply brief counselling strategies and techniques to client problems in order to facilitate resolution in as brief a time as possible.
Staff

AEC1247H Practicum in Adult Counselling (Pass/Fail)
This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. (Only available to students who enrolled prior to July 1997.)
Staff

AEC1250H Fundamental Concepts of Psychosynthesis: Part I
This course is intended to introduce students to the fundamental concepts of Psychosynthesis. Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course features experiential as well as didactic techniques.
Prerequisite: Permission of the instructor
Staff

AEC1251H Fundamental Concepts of Psychosynthesis: Part II
This is a continuation of Psychosynthesis Part I. Students will be introduced to new ideas such as the notion of consciousness, duality, and unity and will explore in greater depth some of the major models introduced in Part I. The course will feature experiential as well as didactic techniques.
Prerequisite: AEC1250H.
Staff

AEC1252H Individual Reading and Research in Counselling Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

AEC1253H Feminist Issues in Counselling Psychology and Psychotherapy

This course examines the principles and practices of feminist therapy, theories of female development and the psychology of women. Special emphasis is placed on relational theories. Specialized techniques and their application to specific and diverse groups of women will be reviewed.
L. Stermac and staff

AEC1254H Contemporary Issues in Human Sexuality and Sex Education

This course will survey significant social issues in human sexuality, using a variety of theoretical perspectives, with attention to race, class and gender diversity. Ways of addressing the sexual information needs of people of all ages will be addressed.
M.S. Schneider

AEC1257H Females' Psychological Development

Both traditional and modern theories of aspects of human psychological development pertaining to females are critically examined. Special emphasis is placed on the work of such feminist thinkers as Jean Baker Miller, Nancy Chodorow, Dorothy Dinnerstein, Irene Stiver, and Janet Surrey in promoting profound shifts in the ways that females' mental health and expected course of emotional and cognitive development are described and promoted.
Staff

AEC1261H Group Work in Counselling

Presentation of models of group work processes, as well as of current theory applicable to group work in counselling. Students will be expected to develop a catalogue of skills and ideas useful in the school setting, and to develop communication skills essential to group work. For students enrolled in Counselling programs only.
Staff

AEC1262H Educational and Psychological Testing for Counselling

A survey of standardized tests typically used by counsellors in schools, community colleges, and other settings. Topics included are: a review of the basic concepts in tests and measurement; criteria for evaluating educational and psychological tests; rationale underlying the development of various tests; and practice in administration of tests and interpretation of test results. Individual intelligence scales and projective techniques are beyond the scope of this course.
Staff

AEC1263H Research Methods in Counselling Psychology

Quantitative and qualitative alternatives in the design and conduct of counselling research will be examined. Limitations on research from practical and ethical considerations will be addressed. Students will be introduced to library, computer, and consulting resources within OISE/UT. (Limited to students in the Counselling Program for Psychology Specialists.)
M.S. Schneider

AEC1266H Career Counselling and Development: Transition from School t Work

This course aims at preparing the counsellor for an expanded role in career guidance. It deals with all major aspects of career development. The topics covered are: social and economic context, theories of career development, the rol of information, assessment of career development, career guidance programs, and recurring issues in career guidance.
Staff

AEC1267Y Advanced Practicum in Counselling

A continuation of AEC203Y, designed primarily for M.Ed. students.
Prerequisite: AEC1202H, AEC1203Y, and permission of instructor.
Staff

AEC1268H Career Counselling and Development: Transitions in Adulthood
This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.
Staff

AEC1269H Use of Guided Imagery in Counselling and Psychotherapy
This is a course for students in the Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using guided imagery as a therapeutic tool.
Staff

AEC1275H Special Topics in Counselling Psychology
A course designed to permit the study (in a formal class setting) of a specific area of counselling psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

AEC1278H Cognitive Therapy
This course covers current theory and principles of cognitive therapy in the treatment of anxiety and depression. Special applications such as grief counselling, bereavement and post-traumatic stress disorders will be examined.
Staff

AEC1289H Community Mental Health
This course will survey current topics in community mental health and in the delivery of mental health services. Particular focus will be on services for diverse populations.
M.S. Schneider

AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
The course is intended for students who plan to conduct research in the fields of counselling or health promotion. Published research in these two domains will be reviewed, including treatment outcome and program evaluation, gender and diversity issues in counselling and health promotion. Students will be encouraged to consider their life experiences, values and worldviews in constructing their research plan.
N. Piran

AEC3215H Seminar in Counselling Psychology: Part I
Specific issues of counselling and psychotherapy are examined within an integrative framework. An in-depth examination of a counselling model will be included. Open to doctoral students in Counselling Psychology only.
J. Watson

AEC3216H Seminar in Counselling Psychology: Part II
This course will focus on the application of the counselling model introduced in 3215H. Students will be required to see clients and develop mastery in the use of theory and techniques. They will gain experience in case formulation, the application of marker-guided interventions and the development and maintenance of the therapeutic alliance.
Prerequisite: AEC3215H
Staff

AEC3217Y Practicum in Counselling Psychology
A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research.
Open to Counselling Psychology students only.
N. Piran

AEC3218H Research Seminar in Counselling
A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposal for many students.
Open to Counselling Psychology students only.
L. Stermac

AEC3224H Individual Personality and Cognitive Assessment
This course serves as an introduction and orientation to issues in psychological assessment. The principles of appropriate and ethical testing are reviewed with emphasis on psychometric theory, test standards, multicultural competence, and communication of findings. Supervised practical experience is provided in the administration and interpretation of representative tests of intellectual achievement, personality, neuropsychological, and occupational functioning to adults. Limited to students in the Counselling Program for Psychology Specialists.
J.R. Gillis or staff

AEC3225H Assessment and Diagnosis of Personality and Psychopathology
This course serves as a continuation of 3224H, with a focus on the critical analysis and in-depth understanding of selected theories of personality and diagnostic systems. Within this context, the results of personality inventories, standardized diagnostic interviews, behavioural measures, and neuropsychological tests will be used to prepare case formulations and treatment plans for adults. Limited to students in the Counselling Program for Psychology Specialists.
J.R. Gillis or staff

AEC3233H Research Seminar in Career Development
This course will familiarize students with research developments in vocational theory and practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. and Ed.D. students.
M.A. Guttman or staff

AEC3234Y Research Seminar in Multicultural Studies
This course will familiarize students with current issues in multicultural studies. Particular emphasis will be given to understanding the rhetoric of quantitative and qualitative research. The course is appropriate for students considering a dissertation proposal in intercultural studies as well as for students wishing to become knowledgeable in this area. A weekly seminar will focus on design and methodology in multicultural research. Students are required to demonstrate mastery of at least one area of research related to multicultural studies. They will review, analyse, and redesign representative studies in the multicultural literature. It is expected that for many students the review and research design will lead to the development of thesis proposals.
Staff

AEC3243H Fundamentals of Psychoanalysis: Part I
This course examines classical psychoanalytic theory and technique through a reading and discussion of Freud's introductory lectures, many of his most important cases, his papers on technique, and other sources on technique. Parts I and II are appropriate for master's and doctoral students planning to assess or treat adults or children in an educational setting.
Staff

AEC3244H Fundamentals of Psychoanalysis: Part II
This course deals with object relations theory and the beginnings of self psychology in psychoanalysis. The authors read and discussed include Balint, Fairbairn, Guntrip, Kernberg, Klein, Kohut, Mahler, Miller, Suttie, and Winnicott.
Staff

AEC3253H Individual Reading and Research in Counselling Psychology: Doctoral Level
Description as for AEC1252.
Staff

AEC3258H Special Topics in Counselling Psychology
A course designed to permit the study (in a formal class setting) of a specific area of Counselling Psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

AEC3266H Seminar: Applications of Psychological Analysis and Research Methods
An analysis of selected educational problems from a psychological perspective. It is anticipated that students will present specific problems or issues in the field that will be

analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals.
Staff

Other courses accepted for credit
The following courses may be accepted for credit in the Counselling Psychology program. For descriptions, see the relevant department's course listing.

AEC1173H	Creativity and Wellness: Learning to Thrive
AEC3173H	Effecting Change: Creating Wellness
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
HDP3204H	Contemporary History and Systems in Human Development and Applied Psychology. **NOTE**: This course is available only to Ed.D. students in the Counselling Psychology for Psychology Specialists program. (Available alternate years.)

CURRICULUM, TEACHING AND LEARNING (CTL)

The Department of Curriculum, Teaching and Learning is the largest of five departments within OISE/UT. With a diverse community of approximately 100 tenured and tenure-stream faculty, the department offers a wide range of graduate courses and programs relating to academic scholarship and professional practice.

The following graduate programs are offered by the CTL Department:

- Curriculum (M.Ed., M.A., Ed.D., Ph.D.)
- Master of Arts in Teaching (M.A.(T.))
- Master of Teaching in Human Development and Curriculum (M.T.) (pending approval)
- Measurement and Evaluation (M.Ed., M.A., Ed.D., Ph.D.)
- Second Language Education (M.Ed., M.A., Ed.D., Ph.D.)
- Teacher Development (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Comparative, International and Development Education (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Environmental Studies (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Women's Studies (M.Ed., M.A., Ed.D., Ph.D.)

There are numerous opportunities for research and field development in the Department of Curriculum, Teaching and Learning. Several internal research centres are associated with the department, including:

- Centre for the Advancement of Measurement, Evaluation, Research and Assessment
- Centre for Franco-Ontarian Studies
- Centre for Studies in Science, Mathematics and Technology Education
- Centre for Teacher Development.
- Comparative, International and Development Education Centre
- International Centre for Global Education
- Modern Language Centre

Many CTL faculty are oriented toward field-based practice, and numerous courses are offered off-site or through distance learning modes.

GENERAL INFORMATION

- For information about **application** procedures and forms, contact:
  The OISE/UT Registrar's Office,
  Graduate Studies Admissions Unit, Room 4-485
  Telephone: (416) 923-6641 ext. 2663/2664
  Telephone: 1-800-785-3345
  E-mail: gradstudy@oise.utoronto.ca

For information about **registration**, contact:
Lily Stone, Liaison Officer, Registrar's Office,
Graduate Studies Registration Unit, Room 4-485
Telephone: (416) 923-6641 ext. 2608,
Fax: (416) 323-9964
E-mail: lstone@oise.utoronto.ca

ACADEMIC INFORMATION

For **academic** information regarding the programs listed previously, contact:
Harriet Hori, Graduate Liaison
Curriculum, Teaching and Learning
Telephone: (416) 923-6641 ext. 2603
Fax: (416) 926-4744
E-mail: hhori@oise.utoronto.ca

OFF-CAMPUS INFORMATION

For academic information regarding **off-campus** courses, contact:
Theresa Oliveira, Academic Programs Officer
Curriculum, Teaching and Learning
Telephone: (416) 923-6641 ext. 2747
Fax: (416) 926-4744
E-mail: toliveira@oise.utoronto.ca

CHAIRPERSON OF THE DEPARTMENT

Merlin W. Wahlstrom, Ph.D. (Alberta)
Professor
(applications of technology; student and program evaluation; adaptive instruction)

ASSOCIATE CHAIRPERSON, GRADUATE STUDIES

Philip Nagy, Ph.D. (Alberta)
Professor
(measurement; evaluation; data analysis)

ASSOCIATE CHAIRPERSON, PROFESSIONAL PROGRAMS AND OFF CAMPUS

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor; cross-appointed to Theory & Policy Studies in Education
(curriculum and teachers' lives; curriculum development for gifted learners; historical evolution of curriculum in the secondary schools of Ontario; gender issues and education)

FACULTY

Johan L. Aitken, Ph.D. (Toronto)
Professor Emeritus
(teacher education and development; feminist studies; literary theory, language, and literature across the curriculum, including children's literature and English and textual studies at all levels)

Guy Allen, Ph.D. (Toronto)
Senior Tutor, cross-appointed from the University of Toronto at Mississauga

J. Patrick B. Allen, Ph.D. (Essex)
Associate Professor
(linguistic theory; educational linguistics of English; curriculum design and methodology; English as a second language)

Andy Anderson, Ph.D. (Michigan State)
Associate Professor
(physical and health education; learning strategies)

Mary Beattie, Ed.D. (Toronto)
Associate Professor
(teachers' professional knowledge; professional development; narrative and arts-based inquiry)

Clive M. Beck, Ph.D. (New England)
Professor, cross-appointed to Adult Education, Community Development and Counselling Psychology, and Theory & Policy Studies in Education
(values education; worldview education; theory of schooling; teacher development; school renewal)

Nathalie Belanger, Ph.D. (Sorbonne)
Program Coordinator, French Language Studies
Assistant Professor, cross-appointed from Sociology and Equity Studies in Education

John Lawrence Bencze, Ph.D. (Toronto)
Assistant Professor
(students' and teachers' expertise in Science and Technology and related pedagogies)

Barrie Bennett, Ph.D. (Oregon)
Associate Professor
(integration of multiple models of teaching to instruction; behavioural management; organizational change)

Marie-Josée Berger, Ph.D. (Ottawa)
Associate Professor; Head, OISE/UT Ottawa Valley Centre, Ottawa
(measurement and evaluation; reading and mathematics teaching; curriculum development, implementation and evaluation; minority education; gender and ethnic identity)

Kathy Bickmore, Ph.D. (Stanford)
Assistant Professor; cross-appointed to Sociology and Equity Studies in Education
(social studies/geography; conflict resolution; international/cross-cultural and comparative education; politics/social foundations of education for democracy/equity)

Deanne Bogdan, Ph.D. (Toronto)
Professor; cross-appointed from Theory & Policy Studies in Education

David Booth, M.Ed. (Durham)
Professor; Teacher Education Programs
(drama in education; interdisciplinary arts education; teacher education)

Barbara J. Burnaby, Ph.D. (Toronto)
Professor
(cross-cultural language and literacy; English as a second language; native education; adult basic literacy)

Linda Cameron, Ed.D. (Toronto)
Associate Professor
(early childhood; language and literacy; children's literature; ESL issues; parenting; adaptive instruction; holistic and aesthetic education; teacher education)

Ruth A. Childs, Ph.D. (North Carolina)
Assistant Professor
(educational assessment; psychometric methodology; computerized testing; testing policies)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'études Politiques (Paris)
Professor
(minority-language education and Franco-Ontarian studies; international, multicultural, and human rights education; computer-assisted instruction in first and second language)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(holistic education; technology-supported holistic learning environments; mathematics education; holistic approaches in the mathematics curriculum; computers in the curriculum)

Carola Conle, Ph.D. (Toronto)
Associate Professor
(modes of inquiry; narrative modes of expression; language education and initial teacher education; social self-reflection)

F. Michael Connelly, Ph.D. (Chicago)
Professor; Head, Centre for Teacher Development
(personal-practical knowledge, narrative research methods, and stories of experience with reference to classroom studies, teacher thinking, and policy implementation; scientific inquiry as a basis for science curriculum)

Karyn Cooper, Ph.D. (Alberta)
Assistant Professor
(teacher knowledge and classroom practice; aesthetic education; interpretive research methods)

David J. Corson, Ph.D. (London)
Professor; cross-appointed from Theory & Policy Studies in Education

Alister Cumming, Ph.D. (Toronto)
Professor; Head, Modern Language Centre, cross-appointed to Human Development and Applied Psychology
(English as a second/foreign language; language learning; instruction and curriculum; writing in second languages; evaluation; applied cognitive science)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

Marcel Danesi, Ph.D. (Toronto)
Professor; cross-appointed from the Departmen
of Spanish and Portuguese

Vivian Darroch-Lozowski, Ph.D. (Alberta)
Professor
(aesthetics of thought and artistic practice; language and the body)

Lynn E. Davie, Ph.D. (Wisconsin)
Professor
(instructional design in distance education; computer applications; computer-supported qualitative analysis; adult learning)

C. T. Patrick Diamond, Ph.D. (Queensland)
Professor
(life history, narrative, and repertory grid research methods; personal construct theory; teacher knowledge and development; classroom studies)

Jo-Anne Dillabough, Ph.D. (McGill)
Assistant Professor
(feminist theory and education; social movements and curriculum theory; women's social history and educational practices; gender, higher education and educational policy; cultural politics of education)

Brian Durell, Ph.D. (Toronto)
Associate Professor
(utilization of technology in classrooms; technological impact of computers in schools and society)

Lorna M. Earl, Ph.D. (Western Ontario)
Associate Professor, cross-appointed from Theory & Policy Studies in Education

D. Mark Evans, M.A. (McMaster)
Senior Tutor
(models of teaching; social studies education; citizenship education; international education; teacher education and development)

Joseph P. Farrell, Ph.D. (Syracuse)
Professor; Head, Comparative, International, and Development Education Centre; cross-appointed to Adult Education, Community Development and Counselling Psychology
(comparative and international education; planning education for social development, especially in developing countries; comparative teacher development; education policy studies; evaluation of reform projects)

Grace Feuerverger, Ph.D. (Toronto)
Associate Professor
(multicultural perspectives in teacher education; ethnic identity maintenance and language learning; attitudes to heritage language learning; cultural and linguistic diversity in classrooms)

Laara Fitznor, M.Ed. (Manitoba)
Assistant Professor, Conditional, cross-appointed from Adult Education, Community Development and Counselling Psychology

Don Fraser, M.A. (Toronto)
Professor Emeritus
(initial elementary teacher education; field-based programs; mathematics education)

Normand J. Frenette, Ph.D. (Montreal)
Associate Professor
(general curriculum; cultural determinants of the curriculum; development of curriculum policy; minority education; Franco-Ontarian studies)

Antoinette Gagné, Ph.D. (Toronto)
Associate Professor
(second language teaching and learning; program implementation; initial teacher education; secondary school culture)

Kathleen Gallagher, Ph.D. (Toronto)
Assistant Professor
(reflective-practitioner research; arts education and teacher development; arts community partnerships; girls and secondary schooling, critical drama/theatre pedagogy; equity-centered teaching)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Associate Professor
(Franco-Ontarian education; qualitative analysis; gender and education; multiculturalism and French-language education; curriculum policy; school and society)

Esther Geva, Ph.D. (Toronto)
Associate Professor; cross-appointed from Human Development and Applied Psychology

Tara Goldstein, Ph.D. (Toronto)
Associate Professor; Director of Student Services
(anti-discriminatory education in school settings; education of immigrant/ESL students; ethnography; qualitative research methods)

Gila Hanna, Ph.D. (Toronto)
Professor
(data analysis and statistics; mathematics education)

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor; Head, OISE/UT Midwestern Centre
(curriculum processes; school-based curriculum development; professional development; action research)

Birgit Harley, Ph.D. (Toronto)
Professor
(theory and methodology of second-language teaching; curriculum development and design; second-language acquisition research)

James G. Hewitt, Ph.D. (Toronto)
Assistant Professor
(computer supported learning environments; electronic discourse; distance education; instructional design; science education)

Suzanne E. Hidi, Ph.D. (Toronto)
Associate Professor
(research and evaluation of writing; interest and the curriculum; science education and gender differences; attention, memory, and electrophysiological measurements)

Derek Hodson, Ph.D. (Manchester)
Professor; Head, Centre for Studies in Science, Mathematics and Technology
(history, philosophy, and sociology of the science curriculum; school-based assessment and curriculum evaluation strategies; concept development in science technology)

Ian Hundey, M.A. (Windsor)
Senior Tutor; Coordinator of Initial Teacher Education Programs (Secondary)
(school-university partnerships in teacher education; history and social science curriculum and instruction)

Anne Jordan, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Brendan Kelly, Ed.D. (Toronto)
Professor
(mathematics education; applications of technology to mathematics instruction; curriculum design in mathematics; evaluation procedures and techniques)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor
(analysis of teaching; classroom interaction; pedagogical knowledge; professional development; science education)

Mary Kooy, Ph.D. (Simon Fraser)
Assistant Professor
(secondary English education; response to literature; oral and written discourse; teacher education)

Clare Kosnik, Ph.D. (Toronto)
Assistant Professor
(teacher as researcher; language arts; values in education; initial teacher education)

Normand Labrie, Ph.D. (Laval)
Associate Professor; Head, Centre for Franco-Ontarian Studies (CFOS/CREFO)
(minority language issues; psycho - and sociolinguistics)

Tony C. M. Lam, Ph.D. (Washington)
Associate Professor; Head, Centre for the Advancement of Measurement, Evaluation, Research, & Assessment CAMERA
(applied measurement; program evaluation; performance-based assessment)

Sharon Lapkin, Ph.D. (Toronto)
Professor
(French as a second language research; bilingual education; second-language writing)

Charles Lundy, B.A. (SGW)
Senior Tutor
(secondary education; dramatic arts education)

Douglas E. McDougall, Ed.D. (Toronto
Assistant Professor
(mathematics education; applications of technology to teaching and learning; computer applications in the curriculum; computer-supported qualitative analysis; teacher education)

Robert S. McLean, Ph.D. (Carnegie-Mellon)
Professor
(the Internet; computer technology; curriculum uses of computers; instrumentation; software development; virtual reality)

Jack Miller, Ph.D. (Toronto)
Professor; Head, OISE/UT Southern Centre
(curriculum orientations; holistic education; values education; global education)

Robert Morgan, Ph.D. (Toronto)
Associate Professor
(cultural studies and critical pedagogy; media education; critical theory and history of English studies; cultural theory)

Shizuhiko Nishisato, Ph.D. (North Carolina)
Professor
(psychometrics and analysis of categorical data [dual scaling])

Erminia Pedretti, Ph.D. (Toronto)
Assistant Professor
(science education; science-technology-society education; technology-enhanced science instruction; action research; teacher development)

Shelley Peterson, Ph.D., (Alberta)
Assistant Professor
(socio cultural dimensions of literacy learning in primary/junior/intermediate writing classrooms and in classroom and large-scale writing assessment)

Carol Rolheiser, Ph.D. (Oregon)
Associate Professor; Associate Dean, Academic Development
(teacher education; program development; cooperative learning and other models of teaching/learning; alternative approaches to assessment and evaluation; educational change)

John A. Ross, Ph.D. (McMaster)
Professor; Head, OISE/UT Trent Valley Centre
(curriculum development; school change; program evaluation)

Marlene Scardamalia, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

David Selby, Ph.D. (Birmingham)
Professor; Head, International Institute for Global Education
(global education; human rights education; humane education; environmental education)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE/UT Northwestern Centre; Field Centre Division Head; and Coordinator, Technology Mediated and Off-Campus Programs
(curriculum implementation and evaluation; coaching as an implementation strategy)

Roger I. Simon, Ph.D. (Yale)
Professor
(education and cultural studies; formation of historical memory; witnessing in literature, art, and oral testimony; implications of popular culture for curriculum and teaching)

Keith E. Stanovich, Ph.D. (Michigan)
Professor; cross-appointed from Human Development and Applied Psychology

Paula Stanovich, Ph.D. (Toronto)
Assistant Professor
(special education and inclusion; adaptive instruction; effective teaching; teacher beliefs; initial teacher education; elementary language arts)

Suzanne Stiegelbauer, Ph.D. (Texas)
Associate Professor; Coordinator of Initial Teacher Education Programs (Elementary)
(visual arts; Aboriginal issues and arts; educational change; social context of education; strategies in initial teacher education; anthropology)

Merrill K. Swain, Ph.D. (California at Irvine)
Professor; cross-appointed to the Department of Linguistics
(applied linguistics, psycholinguistics; bilingualism and bilingual education; L2 classroom research)

Dennis Thiessen, Ph.D. (Sussex)
Professor, cross-appointed from Theory & Policy Studies in Education

Ross E. Traub, Ph.D. (Princeton)
Professor
(educational measurement and evaluation)

Peter Trifonas, Ph.D. (British Columbia)
Assistant Professor
(critical literacy; curriculum theory; philosophy of education; social and cultural studies)

Miles S. Turnbull, Ph.D. (Toronto)
Assistant Professor
(French as a second language (core French and immersion); second language teaching and learning (FSL and international languages); teacher development; classroom-based research; initial teacher education; curriculum development; culture teaching)

Joel Weiss, Ph.D. (Chicago)
Associate Professor
(program evaluation; research and professional practice; social policy analysis; relationships between school and non-school environments such as museums, work, homes)

C. Gordon Wells, Ph.D. (Bristol)
Professor
(language development both spoken and written; language, literacy, and learning across the curriculum; classroom interaction; discourse analysis; collaborative research with teachers)

Joyce A. Wilkinson, Ph.D. (Minnesota)
Associate Professor; cross-appointed to the Graduate Centre for the Study of Drama
(holistic personal, creative and cultural development through play, drama, the arts, holistic arts therapies, Canadian children's literature, imaginal thinking and creative interdisciplinarity)

Dale M. Willows, Ph.D. (Waterloo)
Professor; cross-appointed from Human Development and Applied Psychology

David Wilson, Ph.D. (Syracuse)
Professor; cross-appointed to Adult Education, Community Development and Counselling Psychology; and Theory & Policy Studies in Education
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

Elgin Wolfe, M.Ed. (Toronto)
Professor Emeritus
(science education; student evaluation; alternate conceptions; problem solving strategies; teaching/learning strategies; module development; science and technology related to sports; student evaluation)

Richard G. Wolfe, B.A. (Wisconsin)
Associate Professor
(data analysis and statistics; research and school applications of computers; achievement surveys)

Earl Woodruff, Ph.D. (Toronto)
Assistant Professor, cross-appointed from Human Development and Applied Psychology

PROFESSORS EMERITI:
Arnold Bowers, M.Ed. (Queen's)
John A. Eisenberg, A.M. (Pennsylvania)
Donald I. Galbraith, M.Ed. (Toronto)
David Garth, B.Com. (Queen's)
Natalie Kuzmich, M.A. (Toronto)
Leslie D. McLean, Ph.D. (Wisconsin)
Ronald G. Ragsdale, Ph.D. (Wisconsin)
Floyd G. Robinson, Ph.D. (Alberta)
H. Howard Russell, Ed.D. (Toronto)
Ronald Silvers, Ph.D. (Princeton)

DISTANCE EDUCATION

The Department of Curriculum, Teaching and Learning offers some sections of existing courses via distance learning (audio conferencing and computer conferencing) or off-campus in locations such as Kitchener, London, Ottawa, Peel, Peterborough and York region. Additionally, off-campus and technology-mediated courses are offered through the Curriculum Studies specialization (page 82).

For further details regarding off-campus and distance learning courses, contact:

Wayne Seller, Coordinator of Technology-Mediated and Off-Campus Programs
OISE/UT Northwestern Centre
Telephone: (807) 475-8110
Fax: (807) 475-8149
OR
Theresa Oliveira
CTL Academic Programs Officer
Telephone: (416) 923-6641 ext. 2747
Fax: (416) 926-4744
E-mail: toliveira@oise.utoronto.ca.

The Department also offers on-campus and distance education courses in the French language in cooperation with the Department of Sociology and Equity Studies in Education. For further details, see the Études en Français Interdisciplinary Focus (page 225) or contact Nathalie Belanger, Coordinator, French Language Studies.

CURRICULUM PROGRAM

The Curriculum Program is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: what should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

NOTE: Applicants wishing to participate in any of CTL's three Collaborative Programs should select the Curriculum Program and the desired Collaborative Program when completing their application form. See the Application for Admission Form A(1), section 17.

Six areas of specialization are supported within the Curriculum Program:

- Adaptive Instruction
- Computer Applications
- Curriculum Studies
- Holistic and Aesthetic Education
- Science, Mathematics and Technology Education
- Social Justice and Cultural Studies in Education

DEGREES IN THE CURRICULUM PROGRAM

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Applicants are accepted under the general regulations, which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Applicants with an appropriate three-year University of Toronto bachelor's degree or its equivalent may also be accepted.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. The M.Ed. program consists of eight half-courses, four of which are normally undertaken in the program/specialization, plus a

Major Research Paper (MRP), and may be taken on a full- or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within six years from first enrollment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 26 - 34.)

In the Statement of Intent, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested.

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in curriculum. Applicants are accepted under the general regulations. Admission normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program. The M.A. program may be taken on a full- or part-time basis and consists of eight half-courses, four of which are normally undertaken in the program/specialization, and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within six years from first enrollment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 26 - 34.)

In the Statement of Intent, applicants should relate the reasons they wish to undertake a research-oriented program in curriculum. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested.

DOCTOR OF EDUCATION

This degree is intended for established practitioners in positions which involve responsibility for curriculum design and implementation. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence.

Ordinarily, applicants will have a minimum of three years professional experience in education prior to applying. Admittance is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission. The Ed.D. normally consists of eight half-courses, four of which must be undertaken in the program/specialization. Additional courses may be required of some candidates. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program includes one year of full-time study but may be initiated on a full-time or part-time basis. All requirements for the degree must be completed within six years from first enrollment. (See the Minimum Admission, Program and Degree Requirements section for program requirements pages 26 - 34.)

In the Statement of Intent, applicants should state the reasons they wish to undertake a professional doctoral program in curriculum. Th interests or problems to be pursued during his c her period of study should be specified. Prior research and development experiences should be briefly described.

DOCTOR OF PHILOSOPHY

The Ph.D. is intended primarily as preparation for academic positions in universities, and demands a strong commitment to curriculum research. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Admission is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program normally consists of six half-courses, four of which are ordinarily undertaken in the program specialization. Additional courses may be required of some candidates. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ph.D. program must be initiated on a full-time basis and requires two years of consecutive full-time study. All requirements for the degree must be completed within six years from first enrollment. (See the Minimum Admission, Program and Degree Requirements section for other admission and program requirements, pages 26 - 34.)

In the Statement of Intent, applicants should state the reasons they wish to undertake training in scholarly inquiry. The interests or problems to be pursued during his or her period of study should be specified. Prior research and development experiences should be described.

AREAS OF SPECIALIZATION IN THE CURRICULUM PROGRAM

Six areas of specialization, described below, are supported within the Curriculum Program. Applicants are requested to indicate a program code on the Application for Admission Form A(1), section 17. This assists in the evaluation of applications for admission and in the assignment of faculty advisors.

1. Adaptive Instruction

Coordinator: Anne Jordan

Adaptive Instruction is an interdepartmental specialization between the Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology. It is concerned with the relationship between learning and instruction, addressing such issues as:

- reading and reading disability;
- characteristics of instruction and its adaptation to meet the diverse needs of learners in modern classrooms;
- methods for delivering programs including integration and inclusion;
- characteristics of learners, their development, and the individual differences contributed by learning difficulties.

Courses belonging to the Adaptive Instruction interdepartmental specialization (with the Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology) carry numbers within the CTL1400 series (master's level), the CTL1880-1899 series (doctoral level), the HDP4200 series (master's level) and the HDP5200 series (doctoral level). See also the overall description in the section Interdepartmental Graduate Specializations (page 221).
(E. Geva, P. Stanovich, K. Stanovich,
D. Willows)

NOTE: The following HDP courses are designed for the specialization in Adaptive Instruction and are described in the course listing in the Department of Human Development and Applied Psychology (see pages 143 - 157). In addition, the courses CTL1003, CTL1004, and CTL3017, in the Department of Curriculum, Teaching and Learning, are recommended.

HDP4271Y	Assessment and Programming for Written Language Difficulties
HDP4275H	Technology for Adaptive Instruction and Special Education
HDP4280H	Introduction to Special Education and Adaptive Instruction
HDP4283H	Psychology and Education of Gifted Children and Adolescents
HDP4287H	Classroom-Based Counselling Approaches
HDP4288H	Reflective Teaching and Analysis of Instruction

HDP4291H	Special Topics in Adaptive Instruction and Special Education: Master's Level
HDP4293H	Interpretation of Educational Research
HDP4295H	Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level
HDP5281H	Research and Theories of Reading Disability
HDP5284H	Assessment and Intervention in Multicultural/Bilingual Contexts
HDP5295H	Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level
HDP5298H	Special Topics in Adaptive Instruction and Special Education: Doctoral Level

2. Computer Applications

Coordinator: Robert S. McLean

This area of specialization includes an examination of the theories, practices, and technology of digital applications in teaching and learning. The focus is on integrating the technology in the curriculum and the development of constructivist learning environments at all levels of education. Our students work in schools, colleges, universities, health care institutions, government and workplace training. Courses within the specialization deal with learning theories, implementation issues, educational and psycho-social impacts, and technical understanding. Our students learn the appropriate criteria and design principles for the construction of quality learning environments in the context of the most recent technological advances. Currently, courses focus on the use of many digital technologies with particular strengths in Internet technologies, computer conferencing technologies, knowledge building research and strategy, and the uses of computers in the curriculum.

Faculty research interests are broad and address a variety of current issues, including: the integration of new technologies into constructivist learning environments; the use of Internet resources for support of health care; computer mediated distance education; knowledge building in intentional learning environments; the effects of different knowledge structures in computer conferencing environments. Members of the faculty also participate in the Knowledge Media Design Institute.

(R. Cohen, L. Davie, B. Durell, J. Hewitt, D. McDougall, M. Scardamalia, R. Wolfe, E. Woodruff)

3. Curriculum Studies

Coordinator: Joel Weiss

Students registered in Curriculum Studies are able to focus on a wide variety of areas; courses reflect the diverse interests of faculty. These interests include curriculum policy studies, such as the relationship between schools and society, what the curriculum should contain, and the conditions for structuring curriculum. Some faculty, especially those with an orientation toward the field, focus on educational practices, linking theory and practice to working and learning environments. Areas of study also include learning in everyday settings, such as the home, the work place, and community cultural organizations (e.g. museums) links with schools in the form of cooperative education programs and field trips are of particular interest. Those concentrating on language, literacy and literature across the curriculum investigate the role of language as text and as process in relation to curriculum as a whole.

(A. Anderson, B. Bennett, C. Conle, M. Connelly, J. Dillabough, N. Frenette, L. Hannay, S. Hidi, J. Miller, R. Morgan, S. Peterson, C. Rolheiser, J. Ross, H. Russell, W. Seller, R. Simon, E. Smyth, D. Thiessen, P. Trifonas, M.W. Wahlstrom, J. Weiss, G. Wells)

NOTE: The following courses may also be of interest to students in the Curriculum Studies specialization.

CTL1300H	Curriculum, Popular Culture, and Social Difference
CTL1302H	Media Studies and Education
CTL1304H	Cultural Studies and Education
CTL1305H	Television and Education: Theoretical Perspectives

4. Holistic and Aesthetic Education

Coordinator: Jack Miller

Holistic and aesthetic education recognizes the interconnectedness of body, mind, emotions, and spirit. Learning is viewed as an experiential reflective, organic process; making connection is seen as central to curriculum processes. An aesthetic perspective and the process of building knowledge through inquiry are seen as

integral to all forms of education and life itself. Creative tools and webs of communication are explored within this context. Courses in this specialization focus on arts education, creativity, contemplation, imagery, literature, mathematics and technology, and experience-based approaches to language.
(M. Beattie, D. Booth, L. Cameron, R. Cohen, K. Cooper, V. Darroch-Lozowski, K. Gallagher, R. Silvers, S. Stiegelbauer, J. Wilkinson)

5. Science, Mathematics and Technology Education

Coordinator: Derek Hodson

This area of specialization includes a wide range of teaching and research interests. Courses address a spectrum of significant issues in contemporary research and international debate concerning the purpose and practice of science, mathematics and technology education at the elementary, secondary and tertiary levels, including: constructivist pedagogy in science and mathematics; perspectives in Science-Technology-Society-Environment Education; gender issues in science and mathematics education; aspects of the history, philosophy and sociology of science, mathematics and technology, and their significance for elementary and secondary education; computer-based learning in mathematics; the nature of technology and technology education; historical perspectives on curriculum design and development in science, mathematics and technology education; assessment and evaluation strategies. Additional support in the form of quantitative and qualitative research methods courses is available for those contemplating thesis research in this area of specialization.

Faculty research interests are broad and address most major areas of study, including: multicultural and antiracist education; gender equity issues; concept acquisition and development; history, philosophy and sociology of science and science education; computer-based and multimedia learning; informal science and technology education; public understanding of science and technology; hands-on work in science and mathematics; authentic assessment; science and mathematics teacher education; action research in science, mathematics and technology education.
(L. Bencze, R. Cohen, B. Durell, G. Hanna, J. Hewitt, D. McDougall, E. Pedretti, M. Scardamalia, E. Woodruff)

NOTE: The following courses may also be of interest to students in the Science, Mathematics and Technology Education specialization.

CTL1215H	Instructional Technology: Instructional Programming
CTL1843H	Computer-Supported Intentional Learning Environments
CTL1844H	Instructional Technology: Seminar in Interactive Video/Graphics

6. Social Justice and Cultural Studies in Education

Coordinator: Roger Simon

Students concentrating their studies in this specialization will explore the nature of teaching and learning in response to the interdependent, polycultural, conflictual, and fast-changing character of the contemporary world. These concepts may be explored across the curriculum in elementary, secondary, college, and non-formal settings. Emphasis is given to social, cultural, and pedagogical theories as resources for the work of educational and social transformation.

Interests of students currently enrolled in this area include:

- relationships of school and non-school education to social economy, international migration, multiculturalism, indigenous education, spirituality, changing ways of life, family issues, electronic media, educational technologies, and popular culture;
- pedagogical responses that support the positive recognition of social differences such as race, class, gender, sexuality, culture, and ethnicity;
- education for peace and justice, democracy, social change, development, and environmental sustainability;
- current debates regarding the changing nature of socio-cultural literacy, history, social sciences, and arts, with particular reference to curricular practices in elementary and secondary schools;
- the relationship among the aesthetic, political, and socio-cultural forces affecting "the ethics of engagement" outside the school community, particularly in relation to literature, music, art, film, photography, television and theatre.

(K. Bickmore, D. Bogdan, C. Conle, J. Cummins, J. Dillabough, M. Evans, N. Frenette, D. Gérin-Lajoie, T. Goldstein, D. Hodson, R. Morgan, E. Pedretti, D. Selby, P. Trifonas)

NOTE: The following courses may also be of interest to students in the Social Justice and Cultural Studies in Education specialization.

CTL1006H	English at the Secondary School Level
CTL1101H	Arts and Education Practice and Theory

COURSES

The following is a listing of courses offered within the Curriculum program. Not all of the courses listed are offered in any given year.

CTL1000H Foundations of Curriculum

This is a required course for master's students. The aim of this course is to apply theory and research to the study of curriculum. The course (a) provides a language for conceptualization; (b) reviews the major themes in the literature; (c) provides a framework for thinking about curriculum change; and (d) assists students in developing critical and analytical skills appropriate to the discussion of curriculum problems.
S. Churchill, F.M. Connelly, L.M. Hannay, W. Seller, J. Weiss or staff

CTL1000H Fondements du développement des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice a la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte réfléchir aux changements apporter aux programmes d'enseignement ; et (4) aide les étudiant(e)s développer un esprit critique et analytique approprié la discussion des problèmes rencontrés dans les programmes d'enseignement.
N.J. Frenette

CTL1001H Values and Schooling

This course deals with selected value issues in the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus "open" education; treatment of children; expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approaches to moral, religious, and political education.
C.M. Beck

CTL1002H Curriculum Development for Effective Teaching

This course defines and illustrates methods for completing important curriculum development tasks such as (a) identifying appropriate course and unit objectives; (b) developing useful growth schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention will be given to problem-solving skills.
J.A. Ross or staff

CTL1002H Planification de la programmation pour un enseignement efficace

Ce cours presente des modeles qui permettent la mise en oeuvre des principales composantes de la programmation comme: a) l'identification des résultats généraux et spécifiques d'un cours ou d'un module; b) la planification de projets à long term; c) l'élaboration d'outils d'intervention par rapport à differentes strategies. La résolution de problèmes constituera un élément important des composantes étudiées.
M-J. Berger

CTL1003H Language Arts in Primary Education

An analysis of the components of language arts programs in the early years. The course will focus on reading and writing development in preschool and primary education, and will include a wide range of methods and materials of instruction, child- and teacher-centred philosophies, reading in the content areas, assessing growth in reading and writing.
D.M. Willows

CTL1004H Reading and Language Comprehension

A survey of the cognitive, perceptual, and linguistic processes fundamental to the development of reading. Recommended as a basis for all courses pertaining to the study of reading.
D.M. Willows

CTL1005H Language, Literacy, and the School Curriculum

The course will be concerned with an examination of theoretical and practical issues relating to the role of language in the school curriculum. Particular emphasis will be given to literacy - its nature, development, and use. Students will be expected to carry out an empirical inquiry on some topics arising from the course.

C.G. Wells or D. Booth

CTL1006H English at the Secondary School Level

This course emphasizes recent trends and developments in the teaching of secondary school English. In particular, movements such as reader-response theory, language across the curriculum, genre theory, whole language, and cultural studies approaches are examined. The teacher's role in contemporary debates and classroom research is explored.

R.J. Morgan

CTL1007H Curriculum as Text and Policy

This course examines the production and organization of official texts regulating policy as a generalized activity aimed at framing educational problems in a particular perspective which is coherent with a perception of societal expectations, as well as one which excludes other approaches as impractical if not unspeakable. As such, curriculum documents provide a resource for authorized practices and authorized means of producing curricular discourse.

The course examines, in a historical perspective, the production and organization of curriculum documents and policy statements to be used as a basis for curriculum development, implementation and evaluation considerations relating to both instructional and policy development. Examples of specific topics to be discussed: the concept and function of educational indicators, mission statements, the formulation of aims and objectives in curriculum documents, the underlying images of the student. The topics are examined from the perspective of teachers, school administrators and the research literature.

N. J. Frenette

CTL1008H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.

Staff

CTL1009H Reading and Writing in the School: Elementary

An examination of theoretical and practical issues related to the teaching of literacy, particularly writing, at the elementary school level, with special reference to the development of children's linguistic and cognitive abilities. The course will include a writing workshop and practical investigation of a classroom issue in literacy.

C.G. Wells

CTL1010H Children's Literature within a Multicultural Context

This course explores ways to bring children, cultural diversity and literature together in an interactive manner. Stories - whether traditional folktales or contemporary multicultural works - not only help define a child's identity and understanding of self, but also allow others to look into, appreciate, and embrace another culture. Class discussions revolve around an annotated bibliography of articles and books concerned with multicultural children's literature prepared specifically for the course and designed primarily for teachers in mainstream as well as ESL (English as a Second Language) and heritage language classes. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students. The focus is to develop strategies for engaging students in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. Throughout the course, we focus on how to encourage students to share their own cultural stories and "border cross" from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority

students' self-esteem and literacy formation and to the school's relationship to minority and majority communities in addition to its relevance in confronting issues of human rights and social justice.
G. Feuerverger

CTL1011H Anti-Discriminatory Education in School Settings

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.
T. Goldstein

CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.
E. Smyth

CTL1013H Instructional Innovation in the Elementary and Secondary Schools

Instructional changes associated with secondary school reform will be examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for understanding, reciprocal teaching, authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, reculturing, and retiming) will be explored for each approach selected.
J. A. Ross

CTL1014H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus will be on the assumptions, strengths, and weaknesses associated with various strategies. Students will work through evaluation problems associated with particular curriculum programs and instructional techniques.
J.A. Ross, H.H. Russell or M.W. Wahlstrom

CTL1015H Curriculum and Student Evaluation

This course reviews principles and practice in testing and assessment with a focus upon curriculum and classroom-based student evaluation. An overview of current practices and problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards and accountability.
M.W. Wahlstrom

CTL1016H Cooperative Learning Research and Practice

This course provides for practical experience of as well as understanding of innovative practices in cooperative learning (CL). We explore rationales for and current developments (synergy, shared leadership). Topics include: What is CL (principles, attributes); how to organize CL (structures and strategies); how does CL work (basic elements, types of groups); teacher and student roles; benefits (positive interdependence, individual accountability, social skills, cohesion); evaluation (forms and criteria); obstacles and problems; starting and applying CL in your classroom (teachers' practical knowledge; collegiality; parental involvement); independent learning and collaborative inquiry; Ministry and Board requirements; and resources and materials Group (response trios) projects and joint seminars.
C.T.P. Diamond or J.A. Ross

CTL1018H Introduction to Qualitative Inquiry in Curriculum, Teaching and Learning

Experiential learning for students new to qualitative inquiry is provided through a broad introduction to qualitative approaches from beginning to end. A range of approaches relating to students' theoretical frameworks are explored. Thesis students are encouraged to pilot their thesis research.
B. Burnaby

CTL1019H Authentic Assessment
In this course candidates will formulate a personal policy on student assessment, develop authentic assessment tools appropriate to their teaching assignments, and assess the quality of authentic assessment strategies. Particular attention will be given to performance assessments, portfolios, self-evaluation, cooperative assessment, student beliefs and attitudes toward assessment, measurement of affective outcomes and professional standards for evaluating student assessment practices.
J. Ross

CTL1020H Teaching High Ability Students
This course will critically analyze a number of curriculum models and will explore instructional strategies currently used to program for high ability students in a variety of learning environments. Specific reference will be made to program differentiation within a regular classroom setting. Previous courses in the education of high ability students is not required.
E. Smyth

CTL1021H Learning in Non-School Settings
Curriculum is more than what goes on in schools. Other institutions such as the home, museum, workplaces and the media provide settings for earning, both on their own and in conjunction with schools. This course takes up issues of earning in such settings, and the inter-relatedness of these settings. Defining these earnings and field work in at least one setting will be major activities.
J. Weiss

CTL1100H Holistic Arts Therapies in he Creative Curriculum
This course examines holistic arts therapies in education: specifically, the theory, research, iterature, and philosophy of methodology, and he place of the holistic arts therapies in the curriculum. These educational tools assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the integration of creative behavior and learning. Participants should have some background in the creative arts therapies and a clear idea of their purpose in hoosing this course.
Prerequisite: Permission of instructor following a personal interview.
J.A. Wilkinson

CTL1101H Arts and Education: Practice and Theory
This course examines the creative arts in the curriculum from an experiential base, and leads to individual explorations of principles of problem areas.
D. Bogdan

CTL1102H Arts and Education: Planning and Implementation of Arts Programs
An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.
D. Booth

CTL1103H Arts, Culture, and Education
A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
J.A. Wilkinson

CTL1104H Seminar: Current Issues in Play, Drama, and Arts Education
The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.
Prerequisite: Permission of instructor.
J.A. Wilkinson

CTL1105H Research and Inquiry in Arts Education
An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry.

Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects. Prerequisite: CTL1104.
J.A. Wilkinson

CTL1106H Spirituality in Education

This course examines the nature of spirituality. After exploring various conceptions of spirituality the course then examines how it can be part of the school curriculum in a non threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams, journal writing, and forms of contemplation. The arts and earth education are also examined in this context. Finally the role of the teacher will be explored.
J. Miller

CTL1107H The Body's Ways of Knowing

This course will offer frameworks for understanding the tacit knowledge present within the human body. The work of the course will progress from the body's materiality, through its transformative and subtle energies, to its spiritual potentiality. Body's knowledge will be considered in the broad context of how we are interconnected with society and nature. The special emphasis of the course is how we can facilitate our educational and learning practices through an augmented awareness of our bodies.
V. Darroch-Lozowski

CTL1108H The Phenomenological Curriculum

This course is based on participants discovering their own processes of interpretation and taken-for-granted practices in teaching and learning. Readings and class discussion about hermeneutics and phenomenology will provide the foundation for participants to individually, and collectively, design a curriculum. Participants may design their projects for the sciences, arts, humanities, technology, or professional fields.
V. Darroch-Lozowski

CTL1110H The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change. Various programs and techniques that reflect a holistic orientation will be analysed: for example, Waldorf education, social action programs, and transpersonal techniques such as visualization and the use of imagery in the classroom. The philosophical, psychological, and social context of the holistic curriculum will also be examined.
J. Miller

CTL1111H Creative Arts Special Subject

This course examines the arts in education - drama, dance, music, visual art, and media - and provides a background for the role of the arts as a mode of learning and as a subject discipline.
D. Booth

CTL1112H Interpretive Research Methods in Holistic and Aesthetic Education

The course provides a review of interpretive research methods for studying holistic learning and teaching and for arts inquiry. A set of criteria consistent with holistic, aesthetic frameworks will be established for evaluating various methodologies. The aim of the course is to prepare students for selecting an appropriate methodology for their research and development projects.
Staff

CTL1113H Art and Play in Children's Culture

In this course we will examine the way children organize and conduct play and the way they create paintings and drawings. Attention will be directed to the social interpretations made by adults in their attempts to comprehend the actions of children when children are engaged in play and art.
Staff

CTL1114H Exploring Human Understanding and Education through Visual Media

This course brings together the theoretical question of how photographs acquire interpretiv meaning and a practical concern with how photography may be used as a medium for research in the human sciences. Both theory and practice will focus on: the photographic essay as a form for composing and transmitting research knowledge; the relationship of researchers/photographers to the subjects they study and to the viewers of their photographic essays; and the viewers' opportunities for changes in cultural and self-knowledge. Basic knowledge of camera handling is a prerequisite for the course.
V. Darroch-Lozowski

CTL1115H Teacher Education and the Construction of Professional Knowledge: Holistic Perspectives

The course will focus on teacher education and the construction of professional knowledge in teaching from holistic perspectives. Beginning with an exploration of the various conceptual and structural alternatives to initial teacher education, the course then examines holistic, arts-based and narrative orientations to learning to teach and to career-long teacher learning. The connections between professional renewal, curriculum and school renewal, and educational research are explored.
M. Beattie

CTL1116H Holistic Approaches in the Elementary Mathematics Curriculum

This course is designed for elementary school teachers interested in experiencing math teaching as a creative and deeply satisfying endeavour. Through class discussions, reflection activities, creative group nvestigations, quest presentation, selected readings and a final (usually classroom-based) project, participants will be able to explore topics rom among the following: holistic math learning environments; linking math with real life; creative problem-solving; open-ended problems; ntegrating math with other disciplines such as ine arts, social studies and language arts; ournal writing, use of children's literature and oral communication activities; authentic assessment; linking assessment with nstruction.
R. Cohen

CTL1200H Science in the School Curriculum: Elementary

An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
Staff

CTL1201H Science in the School Curriculum: Secondary

A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
Staff

CTL1202H Mathematics in the School Curriculum: Elementary

A study of mathematics educational materials and common instructional practices at the primary and junior levels. A consideration of topics of current interest: computational skills in an age of microcomputers, systematic estimating, measurement, problem-solving, uses and abuses of concrete and semi-concrete materials, and motivation.
Staff

CTL1203H Mathematics in the School Curriculum: Secondary

A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
Staff

CTL1204H Making Mathematics Learning Meaningful for Secondary School Students

Various ways of making math meaningful and accessible for secondary school students will be examined in the light of recent developments in the field and the new Ontario mathematics curriculum guidelines. Topics will include: connections of math with real life; applied math; problem solving, inquiry, model building and the role of graphic calculators; cooperative learning; oral and written communication about math; dealing with students' difficulties and math anxiety, alternative assessment approaches.
R. Cohen

CTL1205H The Education of Science Teachers

An examination of problems and issues specific to pre-service and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.
Prerequisites: Permission of instructor, and either CTL1200 or CTL1201 or equivalent.
Staff

CTL1206H Teaching and Learning Science
This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.
D. Hodson

CTL1207H Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society and Environment (STSE) Education
A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.
E. Pedretti

CTL1208H Curriculum Issues in Science and Technology: An Historical Perspective
This course aims to illuminate contemporary international debate in science and technology education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.
D. Hodson

CTL1209H Current Issues in Science and Technology Education
The course focuses on the design of effective strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary international debate about science and technology education, including the "Science for All" movement, the "new" psychology of learning, the language of science and technology education, problems of gender equity and multicultural science education, the role of laboratory work, computers in science education, environmental and health education.
D. Hodson

CTL1210H Assessment and Evaluation in Science and Technology Education
This course focuses on the concerns and processes of science and technology curriculum evaluation and the issues surrounding the construction of effective methods for assessing student learning in science and technology.
D. Hodson

CTL1211H Action Research in Science and Technology Education
This is an active research-based course in which participants will sharpen and develop their understanding of issues and professional practice in science and technology education. Working within a mutually supportive group of practitioners, they will subject their current practice to critical scrutiny and appraisal; plan and attempt to implement alternative curriculum materials and practices; and evaluate them in action. The course requires participants to have access to classrooms.
D. Hodson, E. Pedretti and L. Bencze

CTL1212H Curriculum Making in Science: Some Considerations in the History, Philosophy and Sociology of Science
This course will address some key issues in the philosophy and the sociology of science and their implications for science education at the elementary and secondary levels. Attention will also be directed towards (i) a critical appraisal o the role of the history of science in science education, and (ii) a consideration of pseudosciences and their role, and the distortio and misuse of science for sociopolitical goals. Course members will have the opportunity to explore ways in which lab work, computer-mediated learning, language activities and historical case studies can be used to present more authentic view of science, scientific development and scientific practice.
D. Hodson

CTL1213H Action Research in Mathematics Education
Through active, classroom-based research (by individuals or small teams) along with exposure to relevant topics, ideas and techniques, class members will deepen their understanding of issues and professional practice related to mathematics teaching and learning. Working within a mutually supportive group, they will critically examine their current practice, adopt

design alternative approaches, classroom ractices and curriculum materials, implement and evaluate them in action. Participants are equired to have access to classrooms. Based on participants' interests and backgrounds, one or more topic might be chosen as a focus area or the research activities of the particular class.
R. Cohen

CTL1300H Curriculum, Popular Culture, and Social Difference

Popular culture and social difference are examined as the grounds from which students often make sense of educational practices. Questions address how social difference may ead to marginalization and silence and how edagogy may be developed that is responsive o a variety of student interests and emotional nvestments.
R. Simon

TL1301H Language, Power, and Possibility: Application to Curriculum

An exploration of the relationship between anguage and the enhancement of human ossibility considered through the study of conomic, social, and cultural bases of anguage-in-use. Particular emphasis is given to chool language practices and texts, but naterial studied is also appropriate to those with n interest in informal education.
R. Simon

TL1302H Media Studies and Education

his course is an introduction to the study of ontemporary media and their relation to ducational practice. The approach will be a ritical one, analysing the overall cultural ormation promoted by contemporary media as vell as exploring their implications for schooling - n particular, how they impinge upon the social elations of the classroom. Part of the course will herefore include a look at both specific media ractices (newspaper press, advertising, elevision, rock videos) and practical curricular trategies that respond to them. The emphasis is n understanding the media as powerfully ducative forms in their own right, as well as aving complex relationships with official school nowledges.
R.J. Morgan

CTL1303Y Global Education: Theory and Practice

The course will consider definitions, models and schools of thought within global education and proximate fields (such as development, environmental, human rights and peace education) and their implications for curriculum, teaching and learning processes and schools as a whole. The arguments of critics of global education will be reviewed as will developments and perspectives internationally within the field. The nature of global education at the elementary and secondary level and across the curriculum will be explored. Finally, the characteristics of the global teacher and global school will be considered, in the context of new thinking on school reform.
D. Selby

CTL1304H Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.
R.J. Morgan

CTL1305H Television and Education: Theoretical Perspectives

Television has become a pervasive part of the cultural and symbolic life of young people, creating new constituencies and forms of identity that educators need to consider. This course acknowledges the centrality of television to contemporary educational experience, by examining competing theories of television's role in society, engaging in debates about its "effect," exploring theories of audience and questions of access. The attempt is to formulate an overall understanding of how this medium has altered educational terrain, including the concept of education itself.
R.J. Morgan

CTL1306H Qualitative Research Methods in Education: Concepts and Methods

The course is designed to introduce students to qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.

D. Gérin-Lajoie

CTL1306H La recherche qualitative en Éducation: bases théoriques et pratiques

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxiéme temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données: l'observation, l'entrevue, l'analyse de contenu, le récit de vie et la recherche-action.

D. Gérin-Lajoie

CTL1307H Identité collective et Éducation minoritaire de langue française

Le cours a pour objectif de se pencher sur le rôle de l'école de langue française comme véhicule de transmission de l'identité collective du groupe minoritaire. Pour ce faire, nous nous pencherons d'abord sur l'analyse de certains concept-clés tels que l'identité collective, la culture, l'assimilation et la francisation dans le contexte d'un milieu minoritaire. Par la suite, nous examinerons les programmes-cadres du ministére de l'Éducation de l'Ontario afin de mieux saisir la place accordée à la notion d'identité collective dans les programmes d'enseignement et la façon dont cette dimension se traduit dans la salle de classe.

D. Gérin-Lajoie

CTL1308H Education and Cosmology

A formulation of educational questions dealing with the contemporary ecological crisis. A systematic study of human cosmology will enable the consideration of educational questions in terms of the role of human beings in relation to the natural world, and will foster the educational vision and creativity necessary for ecological survival and renewal.

E.V. O'Sullivan

CTL1309H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les rapports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de langue française de l'Ontario viendra se greffer au cours.

D. Gérin-Lajoie

CTL1310H Feminist Theory, Identity Politics and Contemporary Educationa Thought

This course will introduce students to the significance of feminist social and political thought for the study of education and democracy. As one part of this process, students will examine the contribution of feminis critiques of liberal democracy to our understanding of the political role of education i society. This examination will involve scrutinizing the historical and contemporary feminist works of, for example, Simone de Beauvoir, Seyla Benhabib, Nancy Fraser, Iris Marion Young, Allison Weir, Juliet Mitchell, and Kristeva. A secondary aim is to explore the relationship between feminist thought, identity-formation and identity-politics in the state. This focus will provide students with the opportunity to examine diverse feminist theories (in particular, those feminist frameworks which reside outside what is considered to be feminist educational theory) of identity-formation and their manifestation in educational theory) of identity-formation and their manifestation in educational structures and practices. A final ai

is to examine the social processes (e.g., race and class formations) which are involved in the development of what could be called a feminist political identity or feminist forms of political subjectivity in the contemporary social context. Students will consider the implications of these processes for the study of feminism in both education and society.
J. Dillabough

CTL1311H Gender, Education and Nationhood: An International Feminist Dialogue

This course will examine the gendered nature of education in the context of globalization and changes in education worldwide. This will necessarily involve a study of (a) women's position in education across diverse national contexts during periods of substantial political reform (e.g., New Right reform, European Union, anti-apartheid movements in South Africa); (b) the link between global transformations (e.g., new forms of citizenship), questions about nationality and new forms of gendered marginalization in changing educational contexts (e.g., race, religious affiliation, class, sexuality and nationality); and (c the relationship between feminist theory, democracy and education.
J. Dillabough

CTL1400H Classroom Adaptations and Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
E. Geva, A. Jordan and J. Wiener

CTL1401H The Resource Consultant: Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborative and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teachers. A practicum in consultation will be included. Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan and K.E. Stanovich

CTL1600H Implementing Dynamic Web Interaction for Education

The Internet World Wide Web (WWW) is a medium for education which goes beyond retrieving static documents. This course explores how to create dynamic interactions for educational purposes, including Web "forms", server "CGI" processes, access of databases, real-time data and images, simulations, search engines, collaborative documents, and client-side (browser) processes. Students will study and create interactive educational Web projects using programming languages including Perl in a Unix environment, JavaScript and Java, while exploring educational design issues. Prerequisite: CTL1605 or permission of the instructor. Experience with Perl, Unix, HTML, and Web server management are useful background for the technical content and expectations of the course.
R.S. McLean

CTL1601H Instructional Technology: Computer-Based Instruction

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
E. Woodruff

CTL1602H Introduction to Computer Applications in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics representative of computer applications will be selected from the following: computers in the schools, educational software classification and evaluation, interactive instructional technologies, multimedia, curriculum applications, computer networks, Internet resources, computer-mediated communication, virtual reality, and artificial intelligence applications. It is strongly recommended that this course be taken early in the student's program. CTL1602 is required for all Masters students in the Computer Applications specialization unless explicitly waived.
R.S. Cohen, L.E. Davie or R.S. McLean

CTL1603H Instructional Technology: Instructional Programming

Procedures for the selection and development of computer-based individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.
Staff

CTL1604H Instructional Technology: Video/Multimedia Design

A course on production of educational multimedia and its applications to education and training. Experience is provided in applying principles of instructional systems design and production to the creation and integration of images, video, sound and text in an educational project in the multimedia laboratory.
R.S. McLean

CTL1605H Internet Resources and Education

The internet is the worldwide connection of millions of computers in universities, colleges, schools, government, and commercial enterprises. This course provides experience accessing the internet and focuses on finding Internet World Wide Web (WWW) resources for use in education. Students will collect resources from the Internet and present them in an Internet Web site for access by others on the Internet.
R.S. McLean

CTL1606H Computers in the Curriculum

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs (of students, teachers, etc.) that computers can meet. Prerequisite: CTL1602H or permission of instructor.
B. Durell or D. McDougall

CTL1607H Computer Studies and the Teaching of Programming

A discussion of issues related to computer studies and the role of computer programming instruction at the elementary,. secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored. Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.
R.S. Cohen

CTL1608H Instructional Technology: Instructional Design

Procedures involved in the systematic design of instruction and training will be covered. Discussion will focus on computer-based trainin and interactive multimedia, but other forms of instruction and training will be illustrated. Students will complete an instructional design of their choice as a project.
J. Hewitt

CTL1609H Educational Applications of Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learnin in the online environment, related to all levels of education, are examined. The course is conducted via OISE/UT's computer conferencing system.
B. Durell

CTL1610H Technology in Mathematics Education: Secondary

A critical examination of the role of technology i the teaching of secondary school mathematics and its influence on curriculum content and on creating meaningful mathematics for diverse groups of students. Emphasis will be placed upon ways in which technology can be used to support learners in communicating about mathematics, in constructing and manipulating mathematical objects, and in carrying out mathematical reasoning.
G. Hanna

CTL1611H Computer-Mediated Distanc Education

The use of computer mediated communication for the delivery of distance education courses schools, colleges, universities and organizations in the private and public sectors

Topics will include: adult learning theory, cooperative learning theory, the educational use of Internet resources, and the technological tools available for supporting distance education delivery. Prerequisite: CTL1602 or permission of instructor.
L. Davie

CTL1612H The Virtual Library (Non-Credit)
This five-module course on the Virtual Library has been designed to address students' library related skills. Research strategies and nformation retrieval skills will be taught by alternating demonstration and discussion with hands-on practice by students.
M. Wahlstrom and staff

CTL1797H Practicum in Curriculum: Master's Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. nquire at the department office at least two months before the beginning of term.
Staff

CTL1798H Individual Reading and Research in Curriculum: Master's Level
Specialized, individual study, under the direction of a member of the teaching staff, focusing upon opics of particular interest to the student. Although credit is not given for a thesis nvestigation proper, the study may be closely related to a thesis topic. A student wishing to enrol in CTL1798 is required to complete, in ypewritten form, an Individual Reading and Research Course form, including an appropriate bibliography, describing the rationale and plan of study for the course. This course proposal must be signed by the student's faculty advisor and he instructor with whom the course will be taken, and then submitted for approval to the department's academic programs standing committee.
Staff

CTL1799H Special Topics in Curriculum: Master's Level
A course designed to permit the study of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1798, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

CTL1800H Research Colloquium in Curriculum and Instruction
This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff

CTL1801H Action Research and Professional Practice
An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.
J. Weiss

CTL1802H The Conceptualization of Curriculum Problems
An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas. Recommended for Ed.D. students in their resident year and for Ph.D. students usually in the second year of residence.
J. Weiss

CTL1803H Research Seminar in Reading
This course is designed to survey current models of reading and reading acquisition. The focus is on basic research on reading, particularly that deriving from perspectives in cognitive and developmental psychology. The course will cover basic methods and theoretical principles of cognitive psychology most relevant to models of the reading process. Students will conduct an in-depth analysis of a specific research problem related to reading theory.
K.E. Stanovich

CTL1804H The Linguistic Analysis of Interaction in Educational Settings

In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behavior can be evaluated against both purposes and outcomes. The course aims to provide both an introduction to theoretical work in the field and an opportunity to apply some of these ideas to the analysis of interactional data.
Prerequisite:-Permission of instructor.
C.G. Wells

CTL1805H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).
Prerequisite: Permission of instructor.
C.G. Wells

CTL1806H Seminar on Sociocultural Theory and its Applications to Educational Research and Practice

Starting with Vygotsky's theorizing of learning and the appropriation of cultural practices and knowledge through engagement in purposeful social activity, this seminar will examine contemporary developments in sociocultural theory as they bear on educational research and practice, with particular critical attention being given to the examination of such key concepts as "apprenticeship," "scaffolding," and "the zone of proximal development." The aim will be to develop a theoretical framework within which to explore the relationships between classroom practices of teaching-and-learning, student and program evaluation, and teachers' professional development. The theory will also be drawn on to examine such current emphases in educational practice as "active learning," "whole language," and "cooperative learning."
C.G. Wells

CTL1807H The Curriculum of Non-School Settings

Non-school learning settings are increasingly seen as important connections to the formal school site, and as valuable in and of themselves. There has been little attention paid to how these sites are curricular settings. Emphasis will be on conceptualizing curricular approaches and applications in concrete situations.
J. Weiss

CTL1820H Research in Special Collections of Children's Literature

Applied research in children's literature in special collections is the course focus. All content and work is characterized by and limited to "access in special collections only." Students with extensive knowledge in the field of children's literature with both breadth and depth in that knowledge will pursue topics of individual interest.
J.A. Wilkinson

CTL1821H Imagination, Language and Learning

In order to rethink and redefine the concept of imagination, this course examines theories of the imagination and the history of the imagination. The effort is to find the meeting place between imagination and language in order to understand how learning evolves in all areas of our lives. The context for the course is the contemporary crisis of the subjugation of the imagination for instrumental purposes. Readings will be drawn from education and the humanities. The aim of the course is to discover small, mutative beginnings within learning situations fo re-awakening the imagination.
V. Darroch-Lozowski

CTL1822H Postmodern Presentations of Culture

This course examines postmodern presentations of culture in current social life, primarily through an examination of a series of feature-length films. The mode of inquiry in the course focuses upon the viewer's response to the structure of a film. The study of the postmodern will be conducted through poststructural thinking in the human sciences and through phenomenology and hermeneutics. Seminar meetings will be devoted to discovering postmodern interpretive processes within culture and consciousness. Features of the postmodern to be examined

include: the loss of the unified self, the significance of history and memory, decentred social life, and the awareness of the presence of nihilism within social life and human existence.
V. Darroch-Lozowski

CTL1823H Arts and Education: Play, Drama, and Thought

A study of imagination, play, and dramatic action in relation to human thought and to arts and education. A review of basic theories is included, with special attention to philosophical and psychological premises. Students undertake selected studies in depth in the research, history, and curriculum applications of play and drama as both a subject and a method.
J.A. Wilkinson

CTL1824H Research Seminar in Holistic Arts Therapies Education

Critical analysis of research in holistic arts therapies education intended (a) to broaden knowledge of research in the discipline, and (b) to increase awareness of the various methodologies used in this area. The course is designed for those pursuing thesis or formal research in this area. Assessment includes review of the literature on a specific issue and planning a study on a relevant topic. Prior or concurrent study in research methodology is recommended.
Prerequisite: CTL1100
J.A. Wilkinson

CTL1825H The Teacher as a Contemplative Practitioner

This course examines the role contemplation can play in teaching. Specifically, the concept of contemplation is explored in relation to reflection, personal narrative, and personal mythology. Students will also examine the thought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.
J. Miller

CTL1826H Colloquium in Arts and Education

This colloquium, which is intended for thesis students, provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.
Prerequisite: Permission of the instructor.
J.A. Wilkinson

CTL1827H Concepts in Holistic and Aesthetic Education

This course provides a conceptual foundation for holistic teaching and learning and for the arts (visual arts, drama, poetics and literature). It examines knowledge systems based on an integrated perspective of mind, body, and soul. It will include western, eastern, and indigenous ideas. The course is intended to offer procedures for organizing ideas and constructing analyses for educational research and development projects.
R. Silvers

CTL1840H Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically research on gender issues, on approaches to teaching mathematics and sciences, and on psychological and social factors related to the participation of women in mathematics and science.
G. Hanna

CTL1841H Research Seminar in Science Education

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars.
D. Hodson, E. Pedretti and L. Bencze

CTL1860H Pedagogical Futures for English Studies: Rethinking English at the Secondary School Level

Dominant language and literature teaching methods tend to emphasize personal response and naturalistic approaches to language and literature. This course explores literature and language pedagogies as historically constituted artifacts or "discourses." Situating English

studies in relation to other social discourses, the course examines this area of cultural study in terms of its gender, race, class, and ethnic dynamics as these pertain to texts, teachers, and learners. In particular, theories of discourse and genre, feminist aesthetics, and recent theories of language and subjectivity are considered as alternative positions from which to make sense of textuality, literacy, and the language of the classroom.
R.J. Morgan

CTL1861H Critical Ethnography
An ethnography - of a community, classroom, event, program - seeks to describe the set of understandings and specific knowledge shared among participants that guide their behaviour in that specific context. The value of ethnography as a research method lies in its holistic view of the particular culture, cultural situation or cultural event under study. Critical ethnography is fundamentally concerned with questions of education and inequality. It seeks not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into the concerns of critical ethnography and learn about conducting and writing critical ethnography by reading and discussing studies that explore the relationship between education and ethnicity, gender, class, race and minority languages.
T. Goldstein

CTL1880H Analysis of Instruction
In this course, current research about how teachers accommodate diversity will be examined from both quantitative and qualitative paradigms and theoretical perspectives. The focus will be on the elementary and secondary classroom, and on the inclusion of students with special needs, but this focus does not preclude other settings or interests. Students will be encouraged to examine their own epistemological and pedagogical beliefs, to examine the literature critically, and to make the case for a research agenda and design a study in the field.
A. Jordan

CTL1920H Research Seminar in Interactive Systems for Education
Principles and practice of user interface design as applied to educational software. Students will undertake a research or development project in an area of human/computer interfaces.
R.S. McLean

CTL1921H Computer-Supported Intentional Learning Environments
Computer-supported intentional learning environments have two principal objectives: (a) to upgrade the conceptual quality of what is learned; and (b) to increase students' abilities to monitor, control, and improve their own learning. In this course students will help design, pilot test, and revise intentional learning environments.
M. Scardamalia

CTL1922H Instructional Technology: Seminar in Interactive Video/Graphics
Current research and applications in the use of non-textual electronic media in the individualized instructional process will be analysed. Specific considerations will relate to cognition and visual perception, the person- machine interface, instructional systems design, production, and evaluation. Individuals will prepare an in-depth analysis of a selected sub-topic.
Staff

CTL1923H Technology Supported Environments for Situated Learning
Learning environments supported by computer technology that promote knowledge construction that is situated in activity and in culture will be studied. Recent research literature on various models for such learning environments will be examined, and practical applications in schools and other educational settings will be considered. Students will have to carry out individual or group projects focused on practical applications of such environments.
R.S. Cohen

CTL1924H Research Issues in Educational Computer-Mediated Communication
A critical analysis of the research literature, methods, and findings relating to the use of computer-mediated communication for education. The course is conducted via OISE/UT's computer conferencing system. Prerequisite: CTL1609 or permission of instructor.
L.E. Davie or R.S. McLean

CTL1925H Doctoral Seminar: Research Issues in Computer Applications (Pass/Fail)
Doctoral students specializing in Computer Applications in Education are normally required to take this seminar as preparation for the comprehensive examination requirement. The seminar requires adequate skills and knowledge in both the student's field of concentration and in the skills of research. As a prerequisite to the seminar, the student should have: (a) completed at least two courses in Computer Applications; and (b) completed at least one course in research methodology. The seminar offers a critical examination of current theories and practices, research design and methodological issues in the field of educational applications of computer technology. Through literature reviews, article and thesis critiques, presentations by guest speakers and by class members, group work and informal class discussions, students will be able to integrate and deepen their understanding in these areas. This will help prepare them for the comprehensive examination and for formulating their research plans and writing a thesis proposal.
R.S. Cohen, L.E. Davie or R.S. McLean

CTL1997H Practicum in Curriculum: Doctoral Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two months before the beginning of term.
Staff

CTL1998H Individual Reading and Research in Curriculum: Doctoral Level
Description as for CTL1798.
Staff

CTL1999H Special Topics in Curriculum: Doctoral Level
A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1998, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)
Staff

MASTER OF ARTS IN TEACHING (M.A.(T.)) PROGRAM

Program Co-Coordinators:
P. Trifonas (CTL Department)
The M.A. Coordinator (English Department)

Core Faculty
R.L.M. Brown
C. P. Diamond
J.D. Duffy
G.E. Henderson
C. Kanaganayakam
D.M. McDougall
I.C. McDougall
R. Morgan
H. Murray

The Master of Arts in Teaching or M.A.(T.) program is designed for the professional teacher of Language Arts and/or English. It includes a balance of contemporary educational, literary and literacy theories with content in English studies.

Admission Requirements
Applicants require:

a) A four-year bachelor's degree, or equivalent, in English, or English and another subject from the University of Toronto or another approved university.

b) A mid-B standing in English courses from the University of Toronto or another approved university.

c) One year of teaching experience or equivalent professional experience;

d) Two letters of recommendation, one from the applicant's undergraduate program;

e) Recent curriculum vitae which **must** include teaching experience after graduation.

Program Requirements
Students will be required to complete:

a) CTL5000Y History and Theory of the Study of English

b) the equivalent of two half-courses offered by the Master of Arts in Teaching program

c) the equivalent of two half-courses offered by the Curriculum program or Teacher Development program

d) the equivalent of two half-courses offered by the Graduate Department of English

NOTE: All requirements for the degree must be completed within six calendar years of first enrolment.

English Courses

Note that courses offered by the Graduate Department of English require balloting. Contact the Department of English for further details.

COURSES

The following is a list of courses offered within the Master of Arts in Teaching (M.A.(T.)) program. Not all of the courses listed are offered in any given year.

CTL5000Y History and Theory of the Study of English

An examination of the historical development of the study of English in schools as well as the "history" which teachers themselves bring to teaching. The relation of literacy theory and linguistic theory to this development and the influence of theory on school climate and curriculum. Literary theories, including new criticism, phenomenology, mythopoeic criticism, structuralism, post-structuralism, deconstruction and constructionist theory will be examined not as competing theories but as different lenses through which to read/write, make sense, and interpret. Trends and practices, changes and "reforms" in the study of English language and literature will be considered in relation to speaking/listening/writing/reading/viewing/valuing and criticizing. The fusion of theory and practice in all aspects of the English classroom will be emphasized.
P. Trifonas

CTL5001H Approaches to Shakespeare

This course consists of a study of selected schoolroom plays, considering: questions about the texts and their historical and literary contexts (including performance conditions); sources; dramatic structures and styles; stage histories; adaptations; etc.
J.H. Reibetanz

CTL5002H The Origins of Modern English

A survey of English linguistic theory. The course begins with an examination of contemporary English and traces in reverse chronological order developments in the language between the present day and the Old English period. Emphasis will be placed upon the significance of linguistic change for the study of literature.
D.M. McDougall or I.C. McDougall

CTL5003H Approaches to the Novel

Four major Canadian novels will be studied in relation to three theoretical perspectives. The novels will be: Alice Munro, Lives of Girls and Women; Mordecai Richler, St. Urbain's Horseman; Margaret Laurence, The Diviners; and Timothy Findley, The Wars. The critical works brought to bear on these will be: Erich Auerbach, Mimesis; Northrop Frye, Anatomy of Criticism; and Jonathan Culler, Structuralist Poetics. Underlying concerns throughout will be the relation of the reader's experience of the text to the text itself, the relevance of theory to that relationship, and the exploration of ways of employing these considerations in teaching English. The approaches studied will be applicable to novels at all grade levels.
H. Auster, J.D. Duffy and C. Kanaganayakam

CTL5004H Approaches to Poetry

Explorations in the close reading and analysis and the discussion of poetry, emphasizing the indivisibility of content from the means of expression. Poetry of all kinds and from several English-speaking countries will be sampled; different approaches to the interpretation and evaluation of poetry will be tested. There will be consideration of the differences between three kinds of reading: reading poems (the uniqueness of the poem); reading the poet (the distinctiveness of a poetic oeuvre); reading the age (the poetic style and character of a particular literary period).
R.M. Brown or M.C. Kirkham

CTL5005H Approaches to Canadian Writing

Through investigation of a variety of representative texts and queries, this course wil attempt to discover whether a common "Canadian" sensibility in approach in fact exists.
R.M. Brown or J.D. Duffy

CTL5006H Studies in Mythology and Legend

Mythology, legend and fairy tale will be considered as "serious statements about our existence". Comparative mythology with particular emphasis upon Greek mythology and the King James version of The Bible. Legends will include legends and folk tales of native peoples, Arthurian legend as well as legends from around the world. Provision will be made for participants who wish to adapt this study to multi-culturalism and diversity. Fairy tales in versions from an oral tradition as well as the literary fairy tales of Andersen, Grimm and Perrault will be considered and social history examined by what was considered at any period to be "suitable for children". An historical and critical approach will be observed throughout. The themes and shapes of myth, legend and fairy tale found in novels, plays, poems, film and contemporary culture will be explored.

Staff

CTL5007H Approaches to Drama

This course investigates the nature and variety of drama through close study of selected plays drawn from a broad chronological and generic range - from Greek tragedy to the drama of the absurd, and from elaborately plotted comedy and tragicomedy to pared-down works of character study or symbolic vision. The course's approach will be intertextual, using the broadly allusive and theatrically self-reflexive drama of Tom Stoppard as a centre from which to explore dramatic traditions and styles.

J.H. Reibetanz

CTL5008H Teaching Writing

This course assumes that writing is a process that forms substance and that style is functional, not a mere ornament but an integral component of the writing and thinking process. To teach writing effectively, we need to understand how formal and stylistic structures function in creative and communicative processes that are both individual and social. This course seeks to integrate models of composition into a pedagogy that regards writing as at once process, structure and strategy. Such an understanding of composition has important implications for how we teach writing in the classroom, and spelling out these implications will be the aim of the seminar.

G. Henderson

CTL5009H Approaches to Women's Writing

This course deals with three approaches to women writers. The first, with which most participants will be familiar, is "textual" study - of genre, language, figuration, for example. The second is "production" study, which involves thinking about women's writing in terms of their historical and material circumstances and lived experience. The third approach is "reception" study, which involves thinking in a more general way about how women have been read and reviewed: the more specific question of women's reading and interpretive practices may also be considered under this heading. Consideration of the role of women in education, and particularly as students and teachers of literature, will frame these discussions.

Staff

CTL5797H Practicum in Master of Arts in Teaching Program: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks before the beginning of the session.

Staff

CTL5798H Individual Reading and Research Course in Master of Arts in Teaching: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area not already covered in the courses listed for the current year.

Staff

CTL5799H Special Topics in Master of Arts in Teaching Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of the Master of Arts in Teaching not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL5798, which is normally conducted on a tutorial basis.)

Staff

MASTER OF TEACHING IN HUMAN DEVELOPMENT AND CURRICULUM

NOTE: At the time of publication, the offering of this program and its requirements are pending approval.

Program Co-coordinators
C. Rolheiser (CTL Department)
E. Woodruff (HDAP Department).

Core Faculty
M. Ferrari
D. McDougall
S. Peterson

Associate Faculty
M.L. Arnold
T. Goldstein
A. Jordan
B. Kelly
M. Scardamalia
E. Smyth

The Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology offer a two-year Master of Teaching degree in Human Development and Curriculum. Upon successful completion of this program, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools. The cooperating departments contribute courses, provide facilities and provide supervision for graduate research. Students are admitted to the program through either of the two departments.

The Human Development and Curriculum program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The program provides students with a strong conceptual grounding in human development, cognitive psychology, educational technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves to enhance and extend the theoretical and practical experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers (MRP).

Admission Requirements
Applicants are admitted under the general regulations of the School of Graduate Studies, University of Toronto. Applicants normally must have the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. Given the limited number of students in this program, not all eligible applicants can be admitted.

Applicants apply for admission to this program through either the Department of Curriculum, Teaching and Learning or the Department of Human Development and Applied Psychology. Admission and degree requirements for the program are the same for both departments. Because applicants are applying to a teacher education program they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
b) a photocopy of a certificate of change of name where applicable
c) satisfactory evidence of freedom from tuberculosis (required by the Ontario Colleg of Teachers)

NOTE: In addition, a criminal record check is required for certification by the Ontario College of Teachers.

Specialization

Applicants must select **one** of the following specializations:

- Primary/Junior (junior kindergarten to grade 6).
- Junior/Intermediate (grades 4 to 10).

Applicants to the Junior/Intermediate specialization must select **one** teaching subject from the following list:

English (First Language)
Prerequisites: Two full university courses in English

Geography
Prerequisites: Two full university courses in Geography

History
Prerequisites: Two full university courses in History

Mathematics
Prerequisites: Two full university courses in Mathematics

Science-General
Prerequisites: Three full university courses in Science

Visual Arts
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Program Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and two electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Core Courses

Curriculum, Teaching and Learning

CTL1011H	Anti-Discriminatory Education in School Settings
CTL1019H	Authentic Assessment
CTL1797H	Practicum in Curriculum: Master's Level
CTL7000Y	Curriculum and Teaching
CTL7001H	Collaboration, Curriculum, Community and Teaching
CTL7003H	Conceptual Basis for Methods of Teaching in Primary, Junior and Intermediate Classrooms

Human Development and Applied Psychology

HDP1201H	Child and Adolescent Development
HDP2280H	Introduction to Special Education and Adaptive Instruction
HDP2288H	Reflective Teaching and Analysis of Instruction
HDP7002H	Ethical, Legal and Professional Issues in Education
HDP7004H	Practicum in Schools
HDP7005Y	Practicum Internship

Elective Courses

The two electives are selected from course offerings in the Departments of Curriculum, Teaching and Learning and/or Human Development and Applied Psychology. Choice of electives is contingent upon the approval of the student's faculty advisor.

COURSES

The following course descriptions are for those courses numbered in the 7000 series. Descriptions of the other required courses can be found in the appropriate section of the Bulletin i.e., courses with the prefix CTL can be found in the Curriculum Program section, pages 86 - 95; those with HDP can be found in the Human Development and Applied Psychology section, pages 143 - 151.

CTL7000Y Curriculum and Teaching

An introduction to education techniques, and the role of the teacher in implementing, evaluating and designing curricula for students in grades K to 10. Basic areas of the elementary curriculum will be introduced, including arts (drama, music, physical education and visual arts), communications, mathematics and science. Additionally, the course explores classroom management and illustrates methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

CTL7001H Collaboration, Curriculum, Community and Teaching

This course will enable students to analyze the interrelated conditions that shape the classroom context specifically and educational change generally. The impact of community and collaboration upon the curriculum and role of the teacher are studied in detail. Topics include cooperative learning, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school. This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

HDP7002H Ethical, Legal and Professional Issues in Education

This course provides students with an overview of legal, ethical and professional issues as they relate to the educational practitioner. Models of decision-making designed to assist practitioners with ethical concerns are reviewed and practiced with a variety of case examples. Issues are also examined in relation to professional conduct and responsibilities. This course will address school law in Ontario. This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

CTL7003H Conceptual Basis for Methods of Teaching in Primary/Junior or Junior/Intermediate Classrooms

This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula in the primary and junior divisions (junior kindergarten to grade 6) or junior and intermediate divisions (grades 4 - 10). Instruction is given in general methods and specific approaches to teaching. Junior/Intermediate students will specialize in one subject area. (See the Admission Requirements section on the previous page for a list of the teaching subjects offered.) Opportunities to observe and participate in the activities of the elementary school classroom wil be provided to consolidate conceptual understanding and develop skills in the applied delivery of curriculum. This course is normally open only to students in the M.T. in Human Development and Curriculum program. Prerequisite: Junior/Intermediate students need a minimum of two full university courses in their subject specialization plus any other prerequisites as may be required by the Ontario College of Teachers.
Staff

HDP7004H Practicum in Schools

This course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Students are placec in partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of a field teacher on site and an academic staff member at OISE/UT. The practicum provides a minimum of 30 days of field experience. This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

HDP7005Y Practicum Internship

Students are placed in partnership schools in public and separate school systems and in othe settings. Students are under the joint supervision of field teachers on site and an academic staff member at OISE/UT. The practicum provides a minimum of 80 days of fiel experience as junior staff members within scho settings. This course is normally open only to students in the M.T. in Human Development anc Curriculum program.
Staff

MEASUREMENT AND EVALUATION PROGRAM

Program Coordinator: R.E. Traub

Core Faculty

M.-J. Berger
R. Childs
G. Hanna
T.C. M. Lam
P. Nagy
S. Nishisato
M.W. Wahlstrom
R.G. Wolfe

Associate Faculty

S. Churchill

The Measurement and Evaluation Program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the Master's Degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, he collection and analysis of data, and statistical theories and methods. For the Doctoral degree, students are expected to specialize in either Measurement or Evaluation. The Measurement specialization is for those nterested in quantitative methods and theory, ncluding psychometric and statistical theory. The Evaluation specialization is for those nterested in the evaluation of programs including a wide range of social and educational programs) or in student evaluation (including arge-scale assessments of student achievement), using both quantitative and qualitative methodologies.

MASTER OF EDUCATION

Applicants are accepted under the SGS general egulations which specify an appropriate four-year University of Toronto bachelor's degree, or ts equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the inal year. Applicants with an appropriate three-year University of Toronto bachelor's degree or ts equivalent may also be accepted. Ordinarily, applicants will have at least one year of relevant, uccessful, professional experience prior to applying. The M.Ed. program may be undertaken on a full or part-time basis, and consists of eight half-courses plus a research project/paper. Candidates are ordinarily required to take courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H. Students who have not studied statistics at least to the level of course CTL2004H must take CTL2004H as an extra course. Additional study may be required either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 26 - 34)

In the Statement of Intent, applicants should site the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

MASTER OF ARTS

Applicants are accepted under the SGS general regulations. The usual admission requirement for the M.A. is a four-year bachelor's degree in mathematics, statistics, computer science, or a relevant social or behavioral science. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program. The M.A. program may be undertaken on a full-time or part-time basis and consists of six to eight half-courses and a thesis. Candidates are ordinarily required to take courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H. Students who have not studied statistics at least to the level of course CTL2004H must take CTL2004H as an extra course. Additional courses may be required of some candidates. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 26 - 34)

In the Statement of Intent, applicants should site the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

DOCTOR OF EDUCATION

The Ed.D. program is designed for practicing social service professionals who wish to acquire knowledge and skills at the doctoral level in measurement and evaluation, with emphasis on applying these to research and practice. Applicants will ordinarily have a minimum of three years professional experience in education prior to application. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admittance is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program normally consists of eight half-courses. Candidates are expected to have taken courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H or their equivalents. Students lacking one or more of these courses are required to take them in addition to the regular doctoral program, which must include at least four CTL2800-level courses. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The ideal arrangement is for Ed.D. applicants to begin their program on a part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 26 - 34)

In the Statement of Intent, applicants should site the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

DOCTOR OF PHILOSOPHY

The Ph.D. program emphasizes theoretical concerns of the fields of measurement and evaluation. Applicants will ordinarily have a minimum of two years professional experience in education prior to applying. A University of Toronto M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admittance is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program normally consists of six half-courses. Candidates are expected to have taken courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H or their equivalents. Students lacking one or more of these courses are required to take them in addition to the regular doctoral program, which must include at least four CTL2800-level courses in addition to CTL2808. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ph.D. program must be initiated on a full-time basis and requires two years of consecutive full-time study. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 26 - 34)

In the Statement of Intent, applicants should site the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested

COURSES

The following list demonstrates the range of courses offered within the Measurement and Evaluation program. Not all of the courses listed are offered in any given year.

CTL2000H Descriptive Statistics (Non-Credit)
Students enrolling in CTL2004, CTL2008, or other similar courses who have no background knowledge of elementary statistics are advised to take this non-credit course, or to make arrangements to acquire this knowledge.
Staff

CTL2001H Elementary Matrix Algebra (Non-Credit)
Introduction to vectors and matrices, basic operations, and such concepts as inverse, determinant, and singularity.
S. Nishisato

CTL2002H Alternatives to Quantitative Evaluation in Education
This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with fieldwork.
Staff

CTL2003H Measurement and Accountability
An examination of principles of measurement and their relationship to major issues in accountability, such as the validity of comparative international and national studies, the influence of external examination, and the effects of large-scale testing on students and the curriculum. The course is intended for both Measurement students and others.
P. Nagy

CTL2004H Elements of Statistics
Techniques for data exploration and description, basic theory behind hypothesis testing and confidence intervals, and common confirmatory techniques (correlation, simple linear regression, one-way analysis of variance). Students are expected to learn to use the MINITAB statistics package or equivalent. Prerequisite: Knowledge of elementary arithmetic and algebra.
G. Hanna, P. Nagy, S. Nishisato, R.E. Traub or staff

CTL2005H Applied Dual Scaling (Pass/Fail)
Application-oriented introduction to dual scaling and its rationale, with illustrations, for optimal quantification of different types of qualitative data, practicum in data analysis, interpretation of the scaling outcomes, and class presentations. This course is intended for both Measurement students and others.
S. Nishisato

CTL2006H Evaluation Models and Methods
How and why we evaluate social and educational programs is the major focus of this course: negotiation of the evaluation agreement, practical design considerations, timing, budget, and preparation of the final report. Qualitative, quantitative, and mixed approaches are studied and compared, including focus groups, case studies, quasi-experimental designs, and randomized field trials. An introduction to personnel evaluation, including teacher evaluation, is also included.
T. Lam or staff

CTL2007H Research Methods in Education
Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.
T. Lam or staff

CTL2008H Data Analysis in Education
An overview of widely used methods of data analysis, not covered in other 2000-level courses. Main topics are principal component analysis, factor analysis, cluster analysis, loglinear analysis and scaling (e.g. Rasch-type, Thurstone-type, and a variety of multidimensional scaling).
Prerequisite: Concurrent registration in CTL2001 (non-credit) or permission of the instructor.
S. Nishisato. R.G. Wolfe or staff

CTL2009H Instrument Development in Education
An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests;

attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item anlysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.
R.E. Traub or staff

CTL2010H Alternative Student Assessment Methods
The course examines the soundness and effects of a variety of alternative student assessments, such as authentic assessment, self and peer assessments, portfolio assessment, performance assessment, and individualized assessment, that have been developed for student-centered instructional and learning strategies. The course addresses research studies, and identifies research needs in using these assessment methods for both classroom and large-scale assessment purposes.
T. Lam

CTL2011H Path Analysis
This course is designed for graduate students who do not specialize in statistics but who need a significant familiarity with those statistical techniques known collectively as path analysis, Structural equation modeling, causal modeling or analysis of covariance structures. The primary objective of this course is to give students (1) the ability to recognize situations where these techniques may be useful in research; (2) an appreciation for the roles of sound theory and sound measurement in making these techniques useful; (3) an understanding of the limitations of these methods; (4) the ability to use available software in conducting research; and (5) the ability to understand published research using these techniques. LISREL software with the intuitive Simple Lisrel (SIMPLIS) software will be used. The course is open to graduate students from all departments. (Desirable prerequisite: undergraduate course in statistics or CTL1666.)
G. Hanna

CTL2797H Practicum in Measurement and Evaluation: Master's Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL2798H Individual Reading and Research in Measurement and Evaluation: Master's Level
Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL2799H Special Topics in Measurement and Evaluation: Master's Level
A course designed to permit the study (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL2798, which is normally conducted on a tutorial basis.)
Staff

CTL2800H Structural Equations with Latent Variables
Beginning with basic tests of hypotheses on the structure of covariance matrices, the course leads to the standard problems of estimation and hypothesis testing for structural coefficients and for overall model fit. It also includes consideration of more general recursive and non recursive path analysis models.
Desired background: CTL2001 (non-credit), CTL2808 or equivalents.
G. Hanna

CTL2801H Test Theory
Seminar on recent advances in test theory. Topics include classical test theory, generalizability theory, and item response theory, with applications to educational researc problems.
Desirable background: CTL2001 (non credit), CTL2006, CTL2007, CTL2008, CTL2009, and CTL2808, or equivalents.
R.E. Traub

CTL2802H Performance Assessment
This course examines the conceptualization an implementation of performance assessment in the classroom, in large scale assessment programs, and in program evaluation, and addresses the technical issues that arise in the process. Topics addressed include scoring rubric construction, rater consistency and moderation, generalizability, sources of

invalidity and bias, judgmental and empirical methods of analysing bias, comparability, standard setting, and logistics and cost effectiveness.
Prerequisites: CTL2009 or equivalent, or permission of instructor.
T. Lam

CTL2803H Evaluation Methodology and Theory

Theories and their links to methodology are used to examine the logic of evaluative inquiry. Subject matter theories, such as language theory, are seen to play a role as well as subjectivist and objectivist epistemologies. Prominent evaluation models (e.g., CIPP, illuminative, responsive) are compared and contrasted to bring out their conceptual bases. Students wishing an introduction to evaluation methodology should register for course CTL2006 and/or more specialized courses such as CTL2002, CTL1501, or AEC1133. Courses CTL2803 and CTL2006 are normally required for the Evaluation specialization.
Prerequisite: Master's-level course such as those listed above, or permission of instructor.
T. Lam

CTL2804H Measurement and Cognition

This course examines recent cognitive science and measurement literature on the investigation and assessment of complex learning outcomes such as problem solving, written production, and thinking skills.
Prerequisite: CTL2004 and CTL2008, or equivalents, or permission of the instructor.
P. Nagy

CTL2805H Scaling Theory

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures.
Prerequisites: CTL2001 (Non-Credit) and either CTL2005 or CTL2008, or permission of instructor.
S. Nishisato

CTL2806H Evaluation of Educational Policies

Case studies including Third World settings illustrate use of qualitative and quantitative data in the context of organizational theory. The seminar emphasizes gathering and interpreting data from multiple sources (qualitative and quantitative). Intended for students interested in master's and doctoral research leading to recommendations about policy, curriculum reform, teacher training and/or resource allocation at any level: within individual schools, districts (school boards), regions, provinces/states or nations, as well as within colleges, universities and ministries.
S. Churchill

CTL2807H Applied Research Design and Data Analysis

This seminar is intended primarily for doctoral students. The are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of selected topics in data analysis, e.g. exploratory analysis, logistic regression, multilevel modeling, and recent advances in some of the techniques introduced in course CTL2008 and CTL2808.
Prerequisite: CTL2808, or permission of the instructor.
P. Nagy

CTL2808H Intermediate Statistics and Research Design

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.
Prerequisite: CTL2004 or equivalent, or permission of instructors.
G. Hanna, P. Nagy, S. Nishisato, R. Traub or staff

CTL2809H Multivariate Analysis with Applications

Multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, and general linear models, are discussed with application to data.
Prerequisite: CTL2001 (Non-Credit), CTL2008, CTL2808, or permission of instructors.
S. Nishisato or R.G. Wolfe

CTL2810H Seminar in Evaluation Problems
A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.
Prerequisite: CTL2803 or equivalent.
Note: Practicum CTL2997 and Seminar CTL2810 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.
Staff

CTL2811H Seminar in Measurement and Experimental Design
Consideration of theoretical and empirical topics in measurement, and a detailed examination of experimental designs relevant to educational research.
Prerequisite: Permission of the instructor.
Staff

CTL2997H Practicum in Measurement and Evaluation: Doctoral Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Examples of typical activities are developing an evaluation project and/or acting as research assistant and advisor to educational bodies or agencies. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at department office at least two months before beginning of term.
Staff

CTL2998H Individual Reading and Research in Measurement and Evaluation: Doctoral Level
Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL2999H Special Topics in Measurement and Evaluation: Doctoral Level
A course designed to permit the study, (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL2998, which is normally conducted on a tutorial basis.)
Staff

SECOND LANGUAGE EDUCATION PROGRAM

Program Coordinator and Head, Modern Language Centre: Alister Cumming

Core Faculty
P. Allen
B. Burnaby
S. Churchill
D. Corson
J. Cummins
A. Gagné
E. Geva
B. Harley
N. Labrie
S. Lapkin
M. Swain
M. Turnbull

Associate Faculty
M. Heller, Department of Sociology and Equity Studies in Education

Studies in Second Language Education (SLE) focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies and planning, and student anc program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy. The Second Language Education program links with resources and research in the Modern Language Centre, where most of the faculty are located. The Modern Language Centre Resource Collection and la Collection Franco-Ontarienne are located in the OISE/UT Education Commons.

The program offers four degrees: the M.Ed., M.A., Ph.D. and Ed.D. (The program requirements described below apply to students beginning in 1998 and thereafter; students previously registered in the program follow regulations describing Second Language Education as a specialization within the Curriculum Program in versions of the OISE/UT *Bulletin* prior to 1998.)

MASTER OF EDUCATION

Applicants are accepted under SGS general regulations, which specify an appropriate four-year University of Toronto bachelor's degree or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto **mid-B or better** in the final year. Applicants with an appropriate three-year University of Toronto bachelor's degree or its equivalent may also be accepted. Ordinarily, applicants should have at least one year of relevant successful professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.Ed. program consists of eight half-courses plus a major research paper (MRP); one of the courses must be either CTL 3000H Foundations of Bilingual and Multicultural Education or CTL 3002Y Methodology and Organization of Language Teaching. Students must take a minimum of four half-courses within the SLE program. The M.Ed. program may be taken on a full or part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 26 - 34)

MASTER OF ARTS

Applicants are accepted under SGS general regulations. Admission normally requires a four-year University of Toronto Bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants should have at least one year of relevant successful professional experience prior to applying. Enrolment in the M.A. (rather than M.Ed.) program is advisable for students expecting to pursue a doctorate in the future. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.A. program may be undertaken on a full-time or part-time basis and consists of eight half-courses and a thesis. Students must take a minimum of four half-courses within the SLE program. Courses must include CTL3001H Research Colloquium in Second Language Education, Masters Level plus a course in research methods relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H or CTL3803H. A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE graduate program coordinator and either their faculty advisor or thesis supervisor. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 26 - 34)

DOCTOR OF PHILOSOPHY

Individuals pursuing the Ph.D. typically wish to be university professors in this field. Applicants are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admittance is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a Qualifying Research Paper (QRP). Ordinarily, applicants will have a minimum of two years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The Ph.D. involves six to eight half-courses (depending on previous experience and academic qualifications), comprehensive exams and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE program. Students are required to take CTL 3801H Research Colloquium in Second Language Education, Doctoral Level as well a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H or CTL3803H. A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE graduate program coordinator and either their faculty advisor or thesis supervisor. Two years of consecutive of full-time study are required at the beginning of the program, during which time students usually complete course requirements, pass the comprehensive exam, prepare a thesis proposal and form a thesis committee. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 26 - 34)

DOCTOR OF EDUCATION

The Ed.D. is intended for individuals who have already established a professional career in Second Language Education and wish to make aspects of their professional practice the subject of their graduate studies and thesis research. Candidates are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admittance is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a Qualifying Research Paper (QRP). Ordinarily, applicants will have a minimum of three years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The Ed.D. ordinarily involves eight half-courses (depending on previous experience and academic qualifications), comprehensive exams and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE program. Students are required to take CTL 3801H Research Colloquium in Second Language Education, Doctoral Level as well a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H or CTL3803H. A student wishing to propose an alternative course to fulfill one of the SLE course requirement will be required to obtain the approval of both the SLE graduate program coordinator and either their faculty advisor or thesis supervisor. The Ed.D. requires two consecutive sessions (i.e., one academic year) of full-time study at some point during the program. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 26 - 34)

NOTE: Other courses may be taken in other programs in the Department of Curriculum, Teaching and Learning; other Departments at OISE/UT; in the Departments of Linguistics; Anthropology; or in language departments at the University.

COURSES

The following is a list of courses offered within the Second Language Education program. Not all of the courses listed are offered in any given year.

CTL3000H Foundations of Bilingual and Multicultural Education

Foundation course for the Second Language Education Program, also open to students from other programs. The course is offered for students particularly concerned with issues of second language instruction, education for minority populations, and pluralism in education, defined in terms of language, culture (including religion), or ethno-racial origin. The emphasis is on study of major foundational writings that have shaped current thinking about these topics and on deriving implications for reflective teaching practice.
S. Churchill

CTL3001H Research Colloquium in Second Language: Master's Level

This colloquium provides opportunities to become familiar with ongoing research, researc methodologies, and curriculum activities in second-language learning and teaching.
S. Lapkin and M.K. Swain

CTL3002Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.
A. Cumming, A. Gagne, M. Turnbull or staff

CTL3003H Theory of Second-Language Teaching

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.
B. Harley

CTL3004H Language Awareness and its Role in Teacher Development

The language awareness movement is based on the belief that a place should be found in the school curriculum for exploring the nature of language in general: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and second language learners, its role in society, its central importance as a tool for thinking and learning, etc. The aim of the course is to consider the potential of language awareness as a unifying concept which provides a common basis for first and second language education, and which plays an important role in teacher development.
Staff

CTL3005H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.
Staff

CTL3006H Descriptive and Educational Linguistics of English

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language. A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.
Staff

CTL3007H Séminaire sur le language et la communication

Ce cours a deux buts principaux : (1) initier les étudiant(e)s aux sciences du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex. : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français.
Prérequis: trés bonne connaissance du français.
N. Labrie

CTL3007H Seminar in Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.
Staff

CTL3008H Critical Pedagogy, Language and Cultural Diversity

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and

gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian and international contexts.
J.P. Cummins

CTL3009H L'éducation des minorités linguistiques et culturelles: l'analyse comparative de la politique Éducative

Le cours en français traite en priorité de la politique et l'éducation en langue française destinée aux francophones, ainsi que de la politique entourant les programmes d'immersion en français. L'accent est mis sur les implications de la politique définie aux différents niveaux - fédéral, provincial, conseil scolaire - pour l'enseignement et le rôle de l'école dans la communauté.
Oral proficiency in French is required; papers in English will be accepted by request.
S. Churchill

CTL3009H Education for Linguistic and Cultural Minorities: Comparative Policy Analysis

Educational policies, particularly curriculum policy, are studied for minorities in Canada, other industrialized nations, and Third/Fourth World nations. Emphasis is placed on practical aspects of school impacts of policies and on the role of the minorities in advancing their interests in the policy process controlled by others.
S. Churchill

CTL3010H Second-Language Learning

Theories and research on second-language (L2) acquisition are considered. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis and in the light of concepts such as interlanguage. The roles of such variables as age, affective factors, and social factors are considered in order to account for relative success in L2 learning.
B. Harley or staff

CTL3011H Bilingual Education and Bilingualism

This course will examine bilingual education in its many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada - for English Canadians, French Canadians, immigrant populations, and Native peoples. Issues such as the effects of bilingualism on cognitive functioning, psycholinguistic abilities, and personality will also be explored.
J.P. Cummins

CTL3011H Bilinguisme et Éducation

Ce cours traite des diverses formes de l'éducation bilingue, surtout en ce qui concerne les questions et les résultats de recherche relatifs l'éducation bilingue au Canada destinée aux francophones, aux anglophones, aux immigrant(e)s et aux autochtones. L'on traite également de l'impact du bilinguisme sur les processus cognitifs, les habiletés psycholinguistiques et la personnalité.
Membre de la faculté à déterminer

CTL3012H Communicative Competence

This course examines the notion of communicative competence and explores its applications to curriculum development for first- and second-language pedagogy. It provides a thorough orientation to this area of specialization and combines theoretical, critical, and practical outlooks.
A. Gagne or N. Labrie

CTL3013H Second Language Assessment

This course provides an overview of current practices and problematic issues in language assessment. Topics include approaches commonly taken to developing and using language assessment instruments and procedures, their evaluation, and their applications in specific educational contexts.
A. Cumming

CTL3013H Evaluation de la competence langagiere

Ce cours fournit une introduction cinq domaines de líevaluation langagiere des langues premieres et secondes: la comprehension auditive, la comprehension de la lecture, líinteraction orale, líexpression ecrite et la competence langagiere en general. A líinterieur de chacun de ces domaines, les principaux instruments de mesure, líusage approprie de ces instruments, e les questions cles sont etudies. Líevaluation langagiere en milieu minoritaire est un theme qui sera examine plus particulierement.
M.-J. Berger

CTL3014H Collaborative Learning in Second-Language Classrooms

The rationales for collaborative learning in second-language teaching contexts will be examined with particular reference to second-language acquisition theory and research. Students will experience collaborative learning in order to understand its advantages and disadvantages.

M.K. Swain

CTL3015H Seminar in Second-Language Literacy Education

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.

B. Burnaby or A. Cumming

CTL3016H Minority Groups and Cultural Determinants of the Curriculum

This course will focus on the schooling of children from immigrant/ethnic backgrounds. It will emphasize family dynamics in the Canadian social and educational environment and the role of language, including ESL/FSL and the home language. Among groups to be considered are refugee children.

S. Churchill

CTL3017H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.

E. Geva

CTL3018H Politique et aménagement linguistique

Ce cours porte sur l'étude de la pratique et de l'analyse de l'intervention humaine sur la langue ou sur les situations linguistiques. Notre objectif sera de mieux comprendre pourquoi et comment on en vient à élaborer des politiques linguistiques, quelles en sont les composantes et les principales étapes, et de quelle façon les politiques linguistiques se répercutent dans les programmes scolaires. Les cas que nous étudierons proviendront principalement de la francophonie, l'accent étant mis sur les expériences canadiennes, notamment au Québec et en Ontario. La question des droits scolaires en Ontario retiendra tout particulièrement notre attention.

N. Labrie

CTL3018H Language Planning and Policy

The study of language planning and policy-making is a relatively recent field and represents new realizations about how governments and other bodies have involved themselves in language issues. This course aims to provide some understanding of work in this field, the way in which it is developing and the problems it faces. The course will emphasize practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.

N. Labrie

CTL3019H Research Themes in Canadian French as a Second Language Education

The last twenty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education with particular attention being given to research methods (core, extended, immersion, and adult FSL).

S. Lapkin

CTL3020H Writing in a Second Language

This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models of second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.
A. Cumming or S. Lapkin

CTL3021H Pedagogical Grammar of French

This course offers FSL teachers the opportunity to deepen their understanding of the French language system, and to consider what teaching strategies and techniques can facilitate their students' learning of the language system without compromising the important emphasis on the experiential use of the language. French "grammar" is broadly defined to include aspects of the sound system, vocabulary, syntax and discourse (oral and written).
B. Harley or S. Lapkin

CTL3022H Languages in Aboriginal Education

This course introduces students to information about Aboriginal languages in Canada and structures of formal education for Aboriginal students. Trends in Aboriginal and official language use will be compared with expectations based on school language policies and implementation in terms of curriculum, teaching approaches, syllabus design, teacher hiring, and preparation. Implications of various social and political factors in aboriginal communities and their environments will be discussed. This course addresses issues in Aboriginal language maintenance and enhancement in Canada with special emphasis on the role of the school. Matters relating to official language education are also considered. Examples from indigenous language communities outside of Canada will be included.
B. Burnaby

CTL3023H Le Français Canadien d'un Point de Vue Educatif et Sociolinguistique

Ce cours a pour but de familiariser les étudiantes et étudiants aux caractéristiques principales du français canadien. Il s'agit d'abord d'en retracer les origines et l'évolution historique, puis d'en dégager les principaux traits, du pointe de vue lexical, phonétique, morphosyntaxique et discursif. Nous examinerons en outre des phénomènes sociolinguistiques entourant la construction de la norme et l'insécurité linguistique. Ce cours se veut aussi une initiation pratique à la recherche sociolinguistique appliquée au français canadien et une réflexion sur ses implications pédagogiques.
N. Labrie

CTL3797H Practicum in Second Language: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL3798H Individual Reading and Research in Second Language Program: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL3799H Special Topics in Second Language Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3798, which is normally conducted on a tutorial basis.)
Staff

CTL3800H Second Language Classroom Research

The research on second-language teaching and learning in classrooms will be examined critically. Theoretical issues, research methodology, and substantive findings will be discussed with a view to implications for the conduct of future research, research directions, and teaching practices in second-language classrooms.
M.K. Swain

CTL3801H Colloquium in Second Language Education: Doctoral Level

This colloquium provides opportunities for intensive individual and group study of specific problems in second-language learning and teaching.
M.K. Swain and S. Lapkin

CTL3802H Research Seminar in Multilingual/Multicultural Education
A critical analysis of research on multilingual/multicultural phenomena intended (a) to broaden students' knowledge of advanced research in the area, and (b) to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.
J.P. Cummins

CTL3803H Ethnographic Research in the Language Disciplines
The goal and main assignment of this course is the development of a draft thesis proposal for doctoral research in first or second language topics. Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.
D.J. Corson

CTL3804H Advanced Colloquium in the Educational Linguistics of English
This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.
Staff

CTL3805H Aspects of Second-Language Acquisition
This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice.
Prerequisite: Permission of instructor.
B. Harley

CTL3997H Practicum in Second Language Program: Doctoral Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL3998H Individual Reading and Research in Second Language Program: Doctoral Level
Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL3999H Special Topics in Second Language Program: Doctoral Level
A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3998, which is normally conducted on a tutorial basis.)
Staff

TEACHER DEVELOPMENT PROGRAM

Program Coordinator and Head, Centre for Teacher Development:
F. Michael Connelly

Core Faculty
C. Beck
C.T.P. Diamond
G. Feuerverger
B. Kilbourn
M. Kooy
C. Kosnik

Associated Faculty
P. Allen
L. Hannay
G. Wells

Teacher development as a field of educational study encompasses the development of teachers throughout their careers. The four degree programs (M.Ed., M.A., Ed.D., Ph.D.) are governed by the central idea that teaching is an act of inquiry and that teachers are inquirers and learners. The M.Ed. and Ed.D. programs are designed for practicing educators who wish to apply knowledge and skills in teacher development to the improvement of educational practice. The M.A. and Ph.D. programs are more theoretical in their orientation.

The two focus areas described below represent distinct but complementary lines of research. The program involves knowledge in both areas, which form the foundation of the field and contribute to research in teacher socialization and professionalization, policy and evaluation, and the social and political context of teacher education. Interwoven in both focus areas are issues of gender, language, culture, and identity, as well as the application of narrative research methodology.

1. Reflection, Inquiry, and Practice
Teacher development as a personal and social phenomenon; the relationship between knowledge and teacher development, including teacher identity, teacher learning, and teacher beliefs and practices. Through inquiring into their own and others' beliefs, histories, and practices, students learn to understand and facilitate the personal and professional development of teachers.

2. Improvement of Practice
Teacher development in the context of organizational and policy issues; the relationship between teacher development and school improvement - that is, how schools may create an organizational culture which enables teachers to improve their practices. Students will explore strategies, structures, and contexts which promote the development of schools, teachers, and students.

MASTER OF EDUCATION

This degree is designed for practising educators who wish to apply knowledge and skills in teacher development to the improvement of educational practice. Applicants are accepted under the SGS general regulations, which specify an appropriate four-year University of Toronto bachelor's degree or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto **mid-B or better** in the final year. Candidates with an appropriate three-year University of Toronto bachelor's degree or its equivalent may also be accepted. One year of professional education for teaching, or the equivalent in pedagogical content, is recommended. Ordinarily, applicants will have a least one year of relevant, successful, professional experience prior to applying. Since the Teacher Development Program focuses on teaching in general, professional experience in education can include teaching in other areas (e.g., nursing).

The M.Ed. program consists of eight half-courses, four of which are normally undertaken in the program, plus a major research paper (MRP), and may be taken on a full or part-time basis. Additional study may be required either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 26 - 34)

MASTER OF ARTS

This degree is designed to provide academic study and research training related to teacher development. Applicants are accepted under the SGS general regulations. Admission normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in relevant discipline or professional program, completed with standing equivalent to a

University of Toronto **mid-B or better** in the final year. Candidates with an appropriate three-year University of Toronto bachelor's degree or its equivalent may also be accepted. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Since the Teacher Development Program focuses on teaching in general, professional experience in education can include teaching in other areas (e.g., nursing). Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

The M.A. program may be undertaken on a full-time or part-time basis and consists of eight half-courses, four of which are normally undertaken in the program, and a thesis. Additional courses may be required of some applicants. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 26 - 34)

DOCTOR OF EDUCATION

Applicants are accepted under SGS general regulations. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of three years professional experience in education prior to applying. Admittance is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program normally consists of eight half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program includes one year of full time study, but, may be initiated on a full-time or part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 26 - 34)

DOCTOR OF PHILOSOPHY

Applicants are admitted under SGS general regulations. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Admittance is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. A candidate's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program normally consists of six half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are required. The Ph.D. program must be initiated on a full-time basis and requires two years of consecutive full-time study. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 26 - 34)

COURSES

The following is a list of courses offered within the Teacher Development program. Not all of the courses listed are offered in any given year.

CTL4000H Techniques for Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teaching. The course involves reflection on one's own teaching. Students should be currently teaching or have access to a teaching situation.

B.S. Kilbourn

CTL4001H Facilitating Reflective Professional Development

Reflective practice is one means through which practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identify and examine professional development strategies which could facilitate reflective professional development. Students will critique these models by utilizing the concepts from the reflective practice literature.

L.M. Hannay

CTL4002H Constructive Feedback in Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth, systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.

Prerequisite: Permission of instructor.

B.S. Kilbourn

CTL4003H Teacher Development and School Improvement

This course examines various approaches to studying, describing, and explaining teacher development at different stages in a teacher's career (e.g., preservice, induction, inservice years). Particular emphasis is placed on the relationship between teacher development policies, practices, and various approaches to school improvement (e.g., inservice training, innovation implementation, effective schools projects). Generally, the course considers how teacher development can improve schools and how school improvement initiatives can influence teacher development.

F.M. Connelly

CTL4004H From Student to Teacher: Professional Induction

This course will critically examine the various conceptual and structural approaches to teacher education, including an inquiry-based, transformative orientation. Participants engage in their own inquiries, exploring the ways in which they have constructed a professional knowledge in their own lives, and in which other professionals in transition participate in their professional development. Theoretical perspectives, research methodologies and research findings are discussed for the purposes of deepening our understandings of our current teaching and research practices, anc of engaging in the ongoing construction and reconstruction of professional knowledge.

M. Kooy

CTL4005H Perspectives in Teacher Education

This course uses arts-based textual strategies such as stories, self-narratives, poems, split text, duologue, palimpsest, and visuals to explore teacher-researcher development. As in a postmodern Gothic mystery, development is represented as a detective thriller with an ongoing contest between aspects of a teacher-self and its context. The protagonists include "the teacher I hope to become" and "missing or 'kidnapped' parts of teacher-self" such as child-artist. The antagonists include "the teacher I fear to remain" and "false, idealized teacher-selves". "The teacher I am" provides a staging point for the next round of development. In a series involving transformation, arrest, or resistance, any ending only provokes new beginnings.

C.T.P. Diamond

CTL4006H Text, Values, and Teacher Development

This course examines contemporary literary and cultural theories regarding the meanings of a variety of texts. It helps participants to identify key texts of their lives and work and to examine the multiple meanings, inherent values, and possible implications within them. Ways in which the interpretations of texts reveal, reinforce, and challenge values in school and society are explored. Emphasis is placed upon the teacher as participant and mediator in the process of textual inquiry.
J. Aitken

CTL4007H Language, Culture, and Identity: Using the Literary Text in Teacher Development

The literary text is used as a vehicle for reflection on issues of language and ethnic identity maintenance and for allowing students an opportunity to live vicariously in other ethnocultural worlds. The focus is on autobiographical narrative within diversity as a means to our understanding of the "self" in relation to the "other". The course examines the complex implications of understanding teacher development as autobiographical/biographical text. We then extend this epistemological investigation into more broadly conceived notions of meaning-making that incorporate aesthetic and moral dimensions within the multicultural/anti-racist/anti-bias teacher educational enterprise.
G. Feuerverger

CTL4008H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
B.S. Kilbourn

CTL4009H Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.
G. Feuerverger

CTL4010H Action Research in Language and Learning

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.
Prerequisite: Permission of instructor.
C.G. Wells

CTL4011H Teaching and School Renewal

This course is designed for those interested in where schooling should be going today and what form life in classrooms and schools should take. No background in philosophy of education is required. The everyday problems facing teachers will be considered, with special attention to the concerns of elementary schooling.
C.M. Beck

CTL4797H Practicum in Teacher Development Program: Master's Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.

Staff

CTL4798H Individual Reading and Research in Teacher Development Program: Master's Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

CTL4799H Special Topics in Teacher Development Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of teacher development not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL4798, which is normally conducted on a tutorial basis.)

Staff

CTL4800H Seminar: Current Problems in Teacher Development and Curriculum Studies: Apprenticeship

The examination of a current topic or problem in teacher development and curriculum studies through an apprenticeship. Students will present one or more seminar papers, or may use the course to develop a research proposal. Topics and apprenticeship sites will vary from year to year depending upon the interests of course members.

F.M. Connelly and staff

CTL4801H Narrative and Story in Research and Professional Practice

A seminar on narrative and story telling in the study of educational experience. Narrative is explored both as a fundamental form of experience and as a collection of methods for the study of experience. Narrative traditions in literary, philosophical, psychological and professional literatures are studied. Review of published theses and dissertations. Students should bring practical research agendas.

Prerequisite: Permission of instructor.

F.M. Connelly

CTL4802H Doctoral Seminar in Qualitative Research on Teaching

Critical examination of current qualitative paradigms of research on teaching. The course requires fieldwork research, which serves as the basis for seminar discussions. Students will have the opportunity to develop and present research ideas.

Prerequisite: Permission of instructor.

B.S. Kilbourn

CTL4803Y Women as Change Agents in Educational Systems

This course provides an overview of the experiences of girls and women in educational institutions from many perspectives. How women have historically influenced the culture, climate, and curriculum of schools will be discussed as well as the ways in which the occupational culture and conditions of the work place, teacher ideology, and societal expectations act as barriers and blocks to change initiated by females. New possibilities for women to act as change agents by altering classroom interactions will be explored through revised methods of evaluation, and through the understanding that they can provide leadership whatever their role in the system. In considerin how women may act as agents for change, the texts of film, novel, story, visual art, and our ow lives will be drawn upon. Participants play an active role in the design of the course and in making use of it for their own development as teachers.

J. Aitken

CTL4804H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, ar "curriculum theory." These are examined and assessed as they influence problem selection, the nature of resulting knowledge claims, and t relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.

Prerequisite: Permission of instructor

F.M. Connelly or staff

CTL4805H Research and Inquiry in Teacher Education
This course enables teacher-researchers to represent, reflect on, and redirect their journeys as they prepare for and complete a field project/thesis proposal/thesis. Different perspectives on teacher knowledge, classroom practice, education, and research provide them with contrasting inquiry maps. Qualitative forms such as life history explore a person's context (the bios), while narrative, arts-based writing (the graphia) highlights personal experience (the auto). Narrative consists of different traditions, including anthropological, psychological, sociological and literary approaches. Arts-based narrative is a postmodern form that encourages researchers to use textual and visual forms (stories, poems, split text) to reconstruct experience. Such self-reflexive and collaborative inquiries promote professional development.
C.T.P. Diamond

CTL4997H Practicum in Teacher Development Program: Doctoral Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL4998H Individual Reading and Research in Teacher Development Program: Doctoral Level
Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL4999H Special Topics in Teacher Development Program: Doctoral Level
A course designed to permit the study (in a formal class setting) of specific areas of teacher development not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL4998, which is normally conducted on a tutorial basis.)
Staff

NOTE: The following course may also be of interest to students in the Teacher Development Program:

CTL1016H Cooperative Learning

COLLABORATIVE GRADUATE DEGREE PROGRAMS

The department of Curriculum, Teaching and Learning participates in the following collaborative graduate degree programs.

- Comparative, International and Development Education
- Environmental Studies
- Women's Studies

Additional information is available in the "Collaborative Graduate Degree Programs" section of the OISE/UT *Bulletin* (pages 216 - 218) and the School of Graduate Studies Calendar.

•Comparative, International and Development Education
Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education jointly offer graduate degree programs (M.Ed., M.A., Ed.D., Ph.D.) in Comparative, International and Development Education. Additional information is available in the "Collaborative Graduate Degree Programs" section (pages 216 - 217) and the School of Graduate Studies Calendar. Interested students should forward an application to both the OISE/UT department(s) of their choice and the CIDE Program Coordinator. Prospective applicants are strongly encouraged to contact the CIDE Program Coordinator in advance of submitting their application.

For further information, contact:
Joseph P. Farrell, Head
Comparative, International, and Development Education Centre (CIDEC)
Telephone: (416) 923-6641 ext. 2361
E-mail: jfarrell@oise.utoronto.ca
or
Harriet Hori
CTL Graduate Studies Liaison
Telephone: (416) 923-6641 ext. 2603
E-mail: hhori@oise.utoronto.ca

COURSES

The following is a list of courses offered by the department of Curriculum, Teaching and Learning within the Comparative, International and Development Education Collaborative Program. Not all of the courses listed are offered in any given year. Students should also see course listings under the other collaborative departments' section of this *Bulletin.*

CTL6000H Introduction to Comparative, International, and Development Education

This course serves as the basic core course for the Institute's graduate studies concentration in comparative, international, and development education. It focuses upon the various theoretical conceptions of the socioeconomic development process and the role of formal and non-formal educational programs within that process. The basic purposes of the course are to introduce students to the comparative literature regarding education in advanced and developing nations, to evaluate the various ways in which comparative data may be used, and to examine the relative utility of various theoretical perspectives for understanding formal and non-formal educational policy problems common to many societies.

J.P. Farrell and D.W. Livingstone

CTL6001H The Planning, Implementation, and Evaluation of Occupational Training Institutions and Programs

This course will examine traditional and innovative approaches to occupational training. Both pre-service and in-service program formats will be studied. The underlying rationale, physical structure, curricular concepts and content, instructional strategies, budgetary processes, and financial arrangements of all types of training programs will be surveyed from a planning perspective. Methods of institutional and program evaluation will be studied. A case-study approach will be utilized to compare various types of programs and institutions from a cross-national perspective. The evaluations of the Colleges of Applied Arts and Technology in Ontario will be studied and compared with occupational education programs in operation elsewhere.

D.N. Wilson or staff

CTL6002H Education and Social Development

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, t develop an understanding of the relationships between educational activities and programs an various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.

J.P. Farrell or staff

CTL6003H Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational system from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will b examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences o course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies fo undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.

D.N. Wilson or staff

CTL6797H Practicum in Comparative, nternational and Development Education Program: Master's Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made hrough the Practicum Coordinator. Inquire at he department office at least two weeks before he beginning of the session.
Staff

CTL6798H Individual Reading and Research in Comparative, International nd Development Education Program: Master's Level
A course designed to permit the study of a pecific area not already covered in the courses sted for the current year.
Staff

CTL6799H Special Topics in Comparative, International and Development Education Program: Master's Level
A course designed to permit the study (in a ormal class setting) of specific areas of omparative, international and development ducation not already covered in the courses sted for the current year. (This course does not ulfil the purpose of CTL6798, which is normally onducted on a tutorial basis.)
taff

TL6800H Controversial Issues in evelopment Education
his is an advanced-level doctoral seminar esigned to permit students to explore in onsiderable depth a few currently controversial sues with respect to the role of educational ctivities and programs in national development, ith particular focus on developing nations and eveloping areas within richer nations. The articular issues chosen for analysis in any ven year are selected by the students. tudents are expected, through seminar esentations, to identify the key arguments or ositions" with reference to a controversy of terest to them, and to analyse and evaluate ose positions using both relevant theory and vailable empirical data.
.N. Wilson or staff

CTL6801H Methodologies for Comparing Educational Systems
This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in both the acquisition and the use of such data will be considered. Topics will range from the practical problems of gathering data in a foreign country to the analytic tools available for analysing large volumes of data from many countries. Particular attention will be paid to (a) the special analytical problems faced when using comparative data, and (b) the use of comparative data to test propositions and to develop theory in education.
Staff

CTL6997H Practicum in Comparative, International and Development Education Program: Doctoral Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks before the beginning of the session.
Staff

CTL6998H Individual Reading and Research in Comparative, International and Development Education Program: Doctoral Level
A course designed to permit the study of a specific area not already covered in the courses listed for the current year.
Staff

CTL6999H Special Topics in Comparative, International and Development Education Program: Doctoral Level
A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL6998, which is normally conducted on a tutorial basis.)
Staff

•Environmental Studies Collaborative Program

The Department of Curriculum, Teaching and Learning is one of several U of T departments to collaborate with the Institute of Environmental Studies to offer M.A., M.Ed., Ph.D. and Ed.D. programs. Typically, between two and four courses are chosen from the graduate courses listed with the Institute of Environmental Studies. Courses of particular interest include:

IES1001F	Environmental Decision Making
IES1002S	Environmental Management Case Studies
IES1200S	Current Issues of Environmental Change
IES1202S	Environmental Issues in Developing Countries
IES1700H	Ecological Economics
IES1701F	Environmental Law
IES1705F	Corporate Perspectives on the Environment
JPV1201S	Politics, Bureaucracy and the Environment
JPV2147F	Environmental Philosophy
MIE1901F	Technology, Society and the Environment

Internships for students are sometimes available through the Institute for Environmental Studies. Interested students should forward an application to both the CTL Department and the Institute for Environmental Studies.

For further information, consult the School of Graduate Studies Calendar, and contact:
David Selby
Professor and Head
International Institute for Global Education
252 Bloor Street West
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 4540
E-mail: dselby@oise.utoronto.ca
and/or
Louise Nugent
IES Graduate Student Advisor
Institute for Environmental Studies
33 Willcocks Street, Suite 1022
Toronto, Ontario M5S 3E8
Telephone: (416) 978-7077
Fax: (416) 978-3884
E-mail: ies.gradinfo@utoronto.ca
Website: www.utoronto.ca/env/ies.htm

•Women's Studies Collaborative Program (GCWS)

The Department of Curriculum, Teaching and Learning is one of several U of T departments to participate in the Graduate Collaborative Program in Women's Studies (GCWS), offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gende studies and advanced feminist scholarship. The program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of wor in progress, study groups, conferences, and publications.

All programs of study should be planned in consultation with Jo-Anne Dillabough/Elizabeth Smyth, program advisors in the CTL Department and with E.K. Armatage, GCWS Coordinator of Graduate Studies. Further information is also available from the School of Graduate Studies Calendar.

For further information, contact:
Jo-Anne Dillabough
Assistant Professor, CTL Department
252 Bloor Street West
Telephone: (416) 923-6641 ext. 2761
Email: jdillabough@oise.utoronto.ca
OR
E.K. Armatage
GCWS Coordinator of Graduate Studies
Innis College, Room 232
2 Sussex Avenue
Toronto, Ontario M5S 1J5
Telephone: (416) 978-3668
Email: grad.womenstudies@utoronto.ca
Website: www.utoronto.ca/womens

HUMAN DEVELOPMENT AND APPLIED PSYCHOLOGY (HDAP)

The faculty of the Department of Human Development and Applied Psychology is the strongest concentration of developmental psychologists in a single department in Canada. Our commitment is to applications of developmental research in education and in clinical issues affecting children, adolescents, and young adults. Among us are a number of very distinguished senior scholars, whose accomplishments have made us highly visible in the international research community. We currently offer the following graduate programs:

- Child Study and Education (M.A.), based at the Institute of Child Study, an initial teacher education program leading to the Ontario Teachers Certificate of Qualification and an M.A.
- Human Development and Education (M.Ed., M.A., Ed.D. and Ph.D.), a program with concentrations in Adaptive Instruction and Special Education, Applied Cognitive Science and Early Childhood.
- Master of Teaching in Human Development and Curriculum (M.T.) (pending approval), an initial teacher education program leading to the Ontario Teachers Certificate of Qualification and a Master of Teaching degree.
- School and Child-Clinical Psychology (M.A. and Ph.D.), a program intended to fulfil the academic requirements for registration as a psychological associate and psychologist.

In addition to the information provided on the following pages, the specific requirements for each program are described in more detail in a booklet titled *Department of Human Development and Applied Psychology Program Guidelines.* Students are expected to consult the *Program Guidelines* for specific policies governing their programs. Copies of the *Program Guidelines.* are available in the department.

GENERAL INFORMATION

- For information about **application** procedures and forms contact:
  OISE/UT Registrar's Office
  Graduate Studies Admissions Unit, Room 485
  Telephone: (416) 923-6641 ext. 2663/2664
  Telephone: 1-800-785-3345
  E-mail: gradstudy@oise.utoronto.ca
  Website: www.oise.utoronto.ca/depts/hdap/index.html

- For information about **registration** contact:
  Christine Fung, Liaison Officer, Registrar's Office Graduate Studies Registration Unit,
  Telephone: (416) 923-6641 ext. 2665
  E-mail: cfung@oise.utoronto.ca

ACADEMIC INFORMATION

For **academic** information, contact:

- **Child Study and Education**
  E-mail: childstudy@oise.utoronto.ca

- **Human Development and Curriculum**
- **Human Development and Education**
- **School and Child-Clinical Psychology**
  Janet Mawhinney
  Telephone: (416) 923-6641 ext. 2324
  E-mail: jmawhinney@oise.utoronto.ca
  OR
  Marisa Freire
  Telephone: (416) 923-6641 ext. 2422
  E-mail: mafreire@oise.utoronto.ca

CHAIRPERSON OF THE DEPARTMENT

Keith Oatley, Ph.D. (London)
Professor, cross-appointed to the Department of Psychology and to University College
(cognition and emotion; human/computer interaction; psychology of narrative literature)

ASSOCIATE CHAIRPERSON OF THE DEPARTMENT

Mary Louise Arnold, Ed.D. (Harvard)
Associate Professor
(adolescent development; sociomoral reasoning; values acquisition; identity formation; ethical dimensions of teacher-student relations)

FACULTY

Janet W. Astington, Ph.D. (Toronto)
Professor, cross-appointed to the Department of Psychology and to University College
(cognitive and linguistic development; children's theory of mind; developmental psychology and education)

Carl Bereiter, Ph.D. (Wisconsin)
Professor
(cognitive processes in school learning; instructional psychology; applied epistemology; innovative learning technologies)

Andrew Biemiller, Ph.D. (Cornell)
Professor
(language and reading; self-direction and education; educational programs)

Robbie Case, Ph.D. (Toronto)
Professor and Director, Institute of Child Study
(cognitive development; conceptual learning in school contexts; mathematics education; international comparisons of school achievement)

Carl Corter, Ph.D. (North Carolina)
Professor and Associate Dean, Research and Field Activities, cross-appointed to the Department of Psychology
(kindergarten education; parenting; sibling and family relationships; infant development)

Alister Cumming, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(English as a second/foreign language; languag learning; instruction and curriculum; writing in second languages; evaluation; applied cognitiv science)

Joseph Ducharme, Ph.D. (Toronto)
Associate Professor
(prevention and treatment of behavioural disorders associated with child psychopathologies; compliance; parent, teache and staff training)

Michel Ferrari, Ph.D. (UQAM)
Assistant Professor
(development of academic excellence in the se domain-expertise; professional ethics; conceptual change; evolution and theory of mind)

Esther Geva, Ph.D. (Toronto)
Associate Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(cognitive and linguistic processes in normally achieving and in learning disabled children; reading processes in first and second languag learning disabilities in bilingual/multicultural contexts; research design and evaluation)

Jennifer Hardacre, Ed.D. (Nova)
Senior Lecturer
(play as a learning medium; teacher education; constructivist teaching)

Thomas W. Humphries, Ph.D. (Northwestern)
Adjunct Professor and Associate Professor, Department of Paediatrics, seconded to OISE/UT
(learning disabilities; treatment intervention; learning and behavioural correlates of medical conditions)

Jenny Jenkins, Ph.D. (London)
Associate Professor, cross-appointed to the Department of Psychology
(social and emotional development; family interaction; child psychopathology)

Anne Jordan, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(policies and practices in special education delivery; teacher development through collaborative consultation and resource support)

Daniel Keating, Ph.D. (Johns Hopkins)
Professor
(human development; cognitive and social processes in developmental diversity)

Marc Lewis, Ph.D. (Toronto)
Associate Professor, Head of Centre for Applied Cognitive Science
(cognitive development; emotional development; cognition/emotion interactions in development; self-organizing developmental systems)

Nancy Link, Ph.D. (Toronto)
Lecturer, Clinical Director, School and Child Clinical Program
(Personality assessment; emotional development)

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Adult Education, Community Development and Counselling Psychology
(school psychology; models of service delivery; preventive practices and dynamics of change; social/emotional relationships and depression in schools; ethnic identity development)

Carol Musselman, Ph.D. (Michigan)
Professor, cross-appointed to the Department of Speech Pathology
(linguistic and social development of deaf children and adolescents; education of children with communication disorders)

David R. Olson, Ph.D. (Alberta)
Professor, and Head, cross-appointed to the Department of Linguistics and to University College
(language development; cognitive development; cognition and literacy)

Janette Pelletier, Ph.D. (Toronto)
Assistant Professor
(early childhood development and education; early French immersion; teacher beliefs and practices; theory of mind and schooling)

Michele Peterson-Badali, Ph.D. (Toronto)
Assistant Professor
(children's understanding of social phenomena and institutions [e.g. legal, medical]; legal knowledge and reasoning; children's rights; young offenders; social policy relating to youth justice)

Marlene Scardamalia, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(research on cognitive processes; intentional learning; the design of computer-supported intentional learning environments)

Denis Shackel, Ph.D. (Toronto)
Professor
(incidental learning; effects of stimulus incongruity on learning; leadership; ethics [integrity]; listening; non-verbal communication in the classroom)

Uri Shafrir, Ph.D. (York)
Associate Professor
(affective processes; children and adults with generic learning deficits; computer-based assessment and programming for exceptional children and adults)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(the psychology of critical thinking; reading and reading problems; theories of reading and literacy in children and adults)

Conchita Tan-Willman, Ph.D. (Minnesota)
Professor, and President/Founder
PRIME Mentors of Canada
(creativity; mentors and mentoring; moral development; teacher development)

Richard Volpe, Ph.D. (Alberta)
Professor
(human development; self-concept; social cognition; family relations; child abuse; theory, policy and practice connections; prevention and human services delivery; school/community interface; history and systems; evaluation research; qualitative methods)

Judith Wiener, Ph.D. (Michigan)
Professor
(social and affective development of children, adolescents, and adults with learning disabilities, ADHD and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

Dale M. Willows, Ph.D. (Waterloo)
Professor, cross-appointed to Curriculum, Teaching and Learning
(basic processes in reading; reading/writing disabilities; classroom reading/writing instruction; assessment and remediation approaches to written language difficulties)

Earl Woodruff, Ph.D. (Toronto)
Assistant Professor; cross-appointed to Curriculum, Teaching and Learning
(cognition and learning; sociocognitive knowledge building; technology in education)

ASSOCIATED FACULTY

Lesley Atkinson, Ph.D. (York)
Research Head and Senior Psychologist, Clarke Institute of Psychiatry

Nancy Benson, Ph.D. (York)
Assistant Professor, Psychology Department, University of Toronto

Judith Bernhard, Ph.D. (Toronto)
Associate Professor, Ryerson Polytechnic University

Venera Bruto, Ph.D. (Carlton)
Psychologist/Clinical Research Associate, The Toronto Hospital

Ester Cole, Ph.D. (Toronto)
Senior Psychologist, Toronto Board of Educatio

Judith Friedland, Ph.D. (Toronto)
Assistant Professor, Department of Occupational Therapy, University of Toronto

Luigi Girolametto, Ph.D. (Toronto)
Assistant Professor, Department of Speech Pathology, University of Toronto

Carla Johnson, Ph.D. (Western)
Assistant Professor, Department of Speech Pathology, University of Toronto

Patrick Lee, Ph.D. (Syracuse)
Professor Emeritus, Teachers College, Columb University

Dona Matthews, Ph.D. (Toronto)
Psychoeducational Consultant, private practic

Adrienne Perry, Ph.D. (York)
Psychologist/Coordinator of Research, Thistletown Regional Centre

Joan Peskin, Ph.D. (Toronto)
Instructor, Institute of Child Study, University Toronto

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatr University of Toronto

Joanna Rovet, Ph.D. (Toronto)
Associate Professor, Department of Pediatric University of Toronto

Jean Saint-Cyr, M.D. (Rochester)
Associate Professor, Faculty of Medicine, University of Toronto

Russell Schachar, Ph.D. (Toronto)
Professor, Institute of Medical Science, University of Toronto

Rosemary Tannock, Ph.D. (Toronto)
Assistant Professor, Department of Psychiat University of Toronto

Margot Taylor, Ph.D. (McGill)
Neurophysiologist, The Hospital for Sick Child

CLINICAL SUPERVISORS - School and Child Clinical Psychology Program

Venera Bruto, Ph.D. (Carleton)
Psychologist, The Toronto Hospital

Ester Cole, Ph.D. (Toronto)
Team Coordinator: Psychological Services
Toronto Board of Education

Angela Fountain, Ph.D. (York)
Psychologist, Angela Fountain & Associates

Janice Hansen, Ph.D. (York)
Psychologist, Bloorview MacMillan Centre

Ruthann Hicks, Ph.D. (York)
Senior Psychologist, Department of Student & Community Services, Toronto District School Board

Nancy Johnston, Ph.D. (Toronto)
Psychologist, Brock University

Maria Kokai, Ph.D. (Budapest)
Psychologist, Toronto Catholic District School Board

Linda Lockyer, Ph.D. (London, Eng.)
Psychologist, Paediatric Developmental Assessment Clinic, Markham Stouffville Hospital

Mirek Lojkasek, Ph.D. (York)
Psychologist, The Hincks-Dellcrest Centre

Sherri Mackay, Ph.D. (Toronto)
Psychologist, Centre for Addiction & Mental Health, TAPP-C- Program

Ed Meade, Ph.D. (Toronto)
Executive Director, Markham Stouffville Family

Anne E. Mellers, Ph.D. (Ohio State)
Consulting Psychologist, Hincks-Dellcrest Centre

Alison Niccols, Ph.D. (York)
Psychologist/Clinical Service & Research Development Leader, Hamilton Health Sciences Corp - Chedoke Child & Family Centre

Lynn Oldershaw, Ph.D. (Toronto)
Psychologist, Clarke Institute of Psychiatry

Edie Ozols, Ph.D. (Windsor)
Psychologist, Toronto Board of Education

Nitza Perlman, Ph.D. (Toronto)
Director, Children Youth Division, Surrey Place Centre

Adrienne Perry, Ph.D. (York)
Psychologist, Coordinator of Research
Thistletown Regional Centre

Michael Schwartz, Ph.D. (Toronto)
Psychologist, Scarborough General Hospital

Lynne M. Sinclair, Ph.D. (York)
Psychologist, Team Leader, Surrey Place Centre

Meagan Smith, Ph.D. (New York at Stony Brook)
Psychologist, Head of Research
Clarke Institute of Psychiatry (Child & Family Division)

Ann Taylor, Ph.D. (Toronto)
Psychologist, Toronto Hospital, Western Div.

Robin J. Wilson, Ph.D. (Toronto)
Psychologist, Correctional Service of Canada

Arlene Young, Ph.D. (Waterloo)
Psychologist, Clarke Institute of Psychiatry

PRACTICUM SUPERVISORS

Carol Hennessy, Ed.D. (Toronto), Coordinator
Mindy Kalchman, Dip.C.S., M.A. (Toronto)
Theresa Steger, Dip.C.S., M.Ed. (Toronto)

LABORATORY SCHOOL STAFF

(based at the Institute of Child Study)

E. Morley, B.A. (Wilfrid Laurier), Dip.C.S. (Toronto), Principal
J. Austin, B.A. (York), E.C.E. (Seneca College) on maternity leave 1999-2000
A.C. Cassidy, B.A. (Concordia), Dip.C.S. (Toronto)
B. Caswell, B.A. (Trent), Dip.C.S. (Toronto)
J. Comay, B.A., M.A., Dip. C.S. (Toronto)
C. Durand, Dip. Art (Paris), F.T.Cert. (Toronto)
J. Groves-Morris, E.C.E. (Canadian Mothercraft Society)
R. Hersen, B.F.A. (York)
P. Lyons, B.A., B.Ed. (Toronto)
P. MacDonald, B.A. (York), B.Ed. (Brock), E.C.E. (Seneca College)
R. Messina, B.A., B.Ed. (Toronto)
M.J. Moreau, B.A. (Waterloo), B.Ed. (Toronto)
S. Murray, B.F.A. (Columbia)

E. Paton, B.A. (Queen's), B.Ed. (Toronto)
R. Reeve, B.A., B.Ed. (Queen's)
S. Schwenger, B.A. (Western), M.Ed., M.S.W. (Toronto)
R. Shaw, B.A. (Queen's), Dip. C.S. (Toronto)
C. Stephenson, B.A., Dip. C.S. (Toronto)
E. Weininger, B.A., Dip. C.S. (Toronto)

Infant Centre
B. Flint, M. A., Dip. C.S. (Toronto), Professor Emerita
S. Freeman, B.A. (York), Dip. C.S. (Toronto)

PROFESSORS EMERITI
David W. Brison, Ed.D. (Illinois)
Betty Flint, M.A. (Toronto)
John R. Kershner, Ph.D. (Toronto)
Ellen M. Regan, Ed.D. (New York at Albany)

ASSOCIATE PROFESSORS EMERITI
Iain Davidson, Ph.D. (Toronto)
Malcolm Garber, Ph.D. (Southern California)
Kent Henderson, Ph.D. (Toronto)
Robert B. MacIntyre, Ph.D. (George Peabody)
Peter Lindsay, Ph.D. (Toronto)
Harold Silverman, Ph.D. (London)

GENERAL DEPARTMENTAL ADMISSION INFORMATION

See program sections for specific admission requirements.

Students are selected on the basis of academic standing, letters of recommendation, Statement of Intent, and relevant experience.

With the exception of the M.Ed. program, the department does not ordinarily consider applications for admission to degree programs commencing in January. Students may begin the M.Ed. program in September, January, or July.

Most applicants apply to only one of the department's programs. However, applicants are permitted to apply to two programs. Those applying to two programs should clearly designate the programs and the order of preference. Applications will not be reviewed until this information is provided. Requests for transfer from one program to another after admission are normally considered each year in a pool with all other applicants to the program. See the department's *Program Guidelines* booklet for more information. Note that even if students requesting a transfer meet the basic requirements of the program they wish to enter, the request may be refused due to the competitive nature of the admission process.

Statement of Intent

Applicants for degrees that include a thesis should include with their application a research statement of one or two pages describing their research experience and interests, and as far as is possible at this stage, a plan for the research that they would like to conduct, including the methods to be used and the population to be studied. Applicants for degrees without a thesis should write a statement describing their interests, accomplishments and aspirations in the relevant field.

For information about financial support for students see pages 241 - 247. Applicants shoul note that although some students do receive financial support from OISE/UT, such support is very limited and many students are unsuccessful in their attempt to secure funding through OISE/UT.

CHILD STUDY AND EDUCATION

MASTER OF ARTS

The Child Study and Education program is based at the Institute of Child Study, a centre of professional training and research in childhood and education, including a laboratory school.

The core assumption of this program is that successful teaching involves an understanding of how children's capacities, concerns, and behaviour change with age; how children's individual differences tend to reflect developmental changes; and how children's social and physical environments influence their development. Our aim is to acquaint students with educational and developmental theory and research that is relevant to educational settings, showing how this research can inform classroom practice. Students also learn how to objectively study children, including both practical assessment and formal methods of inquiry. These areas of knowledge must be combined with knowledge of effective teaching methods and teaching environments so that educational practices can build on children's current levels of development.

The program is offered in two streams: two-year and one-year.

Two-Year Program

The two-year M.A. offers a unique, research-based teacher education program. Eligible graduates are recommended to the Ontario College of Teachers for an Ontario Teachers Certificate of Qualification. This qualifies the holder to teach in the primary and junior divisions of Ontario Schools. Graduates are also recommended for Part 1 of the three-part qualification in Primary Education. Graduates will be eligible for Part 2 of the three-part qualification in Primary Education following one year's successful teaching experience as attested by the appropriate supervisory officer. Students will complete six-week, first-year placements in kindergarten/early childhood, grade 1-3, and grade 4-6 classrooms plus at least one other six-week placement during their first year of study. Students will complete an internship in an elementary classroom in their second year of study.

Two further areas of concentration may be elected:

- **Special Education, Part 1**
  Students wishing to be eligible for Part 1 of the three-part qualification in Special Education will complete at least one six-week placement in a special education setting in their first year of study. In their second year of study, they will elect courses HDP2280H (Introduction to Special Education and Adaptive Instruction) and HDP1285H (Psychology and Education of Students with Learning Disabilities) or other approved special education course.

- **Qualifying Research Paper**
  Students planning further graduate study in the foreseeable future are advised to consider a Qualifying Research Paper (QRP). They need to find a QRP supervisor (program staff are committed to supervising a total of at least ten QRPs a year), elect course HDP1209H (Research Methods and Thesis Preparation in Human Development and Applied Psychology) in their first year of study, and elect a research group or independent study course as part of their second year of study while working on their QRP.

It will not normally be possible to complete both the Special Education qualification Part 1 and a QRP within the context of 16 half-courses. Similarly, students without prior empirical research training will not be able to complete a QRP within the context of 16 half-courses.

Admission Requirements

Admission to the two-year M.A. program normally requires preparation equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better**. In addition, applicants are expected to have experience working with groups of children, preferably in responsible positions. Selected candidates will be interviewed in most cases.

Applicants should include the following information in addition to the standard application requirements:

1. one or two professional references from places where the applicant has worked with children
2. a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis
3. the Statement of Intent including information about prior work with children and research interests regarding children that have led to and interest in this program

Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1. a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
2. a photocopy of a certificate of change of name where applicable
3. satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers)

NOTE: In addition, a criminal record check is required for certification by the Ontario College of Teachers.

Program Requirements

The two-year M.A. program is comprised of the equivalent of 16 half-courses, including practica and is normally undertaken on a full-time basis. The required courses are:

HDP2200	Child Study: Observation, Evaluation and Reporting
HDP2201	Childhood Education Seminar (full course)
HDP2202	Childhood Education Seminar II: Advanced Teaching (full course)
HDP2210	Introduction to Curriculum (full course)
HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Children's Epistemologies in Mathematics
HDP2220	Teaching Practicum (full course)
HDP2221	Advanced Teaching Practicum (full course)
HDP2230	Designing Educational Programs.

The remaining three courses are electives. In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registration in the second year is contingent upon successful completion of all first year work.

One-Year Program

This program is offered only to students who hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto. The one-year M.A. program is intended to further develop an academic-inquiry oriented approach to children and learning. The program will also provide good preparation for students who may be interested in pursuing further graduate study.

Admission Requirements

In addition to the admission requirements stated previously for the two-year program, applicants to the one-year M.A. program must also hold a two-year Diploma in Child Study with a concentration in Childhood Education or Early Childhood Education from the University of Toronto.

Program Requirements

The one-year M.A. program is comprised of eigh half-courses and may be undertaken on a full- or part-time basis. The required courses are:

HDP2211	Theory and Curriculum I: Language and Literacy
HDP2212	Theory and Curriculum II: Children's Epistemologies in Mathematics

The remaining courses are electives. For students who may be interested in further graduate study, it is strongly recommended tha they include as part of their elective courses a course in research design and measurement an a course in statistics, plus complete a Qualifyin Research Paper (QRP) that includes empirical field work.

HUMAN DEVELOPMENT AND EDUCATION

This program will provide an opportunity for students to construct an overall perspective on human development and its implications for educational practice. Students are required to take core courses in human development and research design. Courses emphasize typical and atypical development in the cognitive and emotional domains, the impact of culture, family and social relationships on development, the role of formal and informal modes of learning, and strategies for modifying developmental outcomes and accommodating individual differences. The M.Ed. and Ed.D. programs are designed for the reflective teacher or other practitioner in education or related fields. The M.A. and Ph.D. programs are designed for students who wish to pursue an academic or esearch-based career.

Students are advised to carry out their studies within a specialization. The intent of the specializations is to guide students with specific nterests into courses that might address those nterests, and to ensure that their program of study has some coherence. If a student wishes o develop a focus of studies in an area other han those listed below, they may do so in consultation with their advisor. Students are strongly encouraged to designate a specialization at the time of application to the program. The three specializations are:

Adaptive Instruction and Special Education
Students selecting this specialization develop an understanding of developmental diversity and he educational strategies that make learning ccessible to children and adults with special eeds.

Applied Cognitive Science
Cognitive Science is a research-oriented pecialization, emphasizing an apprenticeship pproach. It focuses on research on human ognition including issues of human ompetence, models of mind, language and teracy, and computers in education. Applied ccordingly, whether students plan an academic esearch career or a career in a more applied etting, they are encouraged to involve hemselves in research programs of members of the Centre for Applied Cognitive Science. These research programs cover a wide range of efforts to improve education by extending scientific understanding of the human mind. Applied Cognitive Science is broadly conceived, encompassing the emotional and cultural as well as the more purely intellectual aspects of mental life.

•Early Childhood
Courses in this specialization emphasize an integration of child development research and theory, classroom practice, educational issues, and the family environment with a focus on infants and young children.

MASTER OF EDUCATION

The M.Ed. program is designed primarily for students with teaching qualifications and experience who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs, special needs offices in postsecondary institutions, and in other settings with children or adults with disabilities. The program is intended to help the student reflect on their practice and to further the development of their professional skills by integrating theory and practice.

Admission Requirements

Admission to the M.Ed. program normally requires a preparation equivalent to a University of Toronto three-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better**. Applicants specifying a specialization in Adaptive Instruction and Special Education normally possess a teaching certificate and have one year of relevant professional experience. Applicants specifying a specialization in Early Childhood Education normally possess a teaching certificate or a certificate in early childhood education and have one year of relevant professional experience.

Program Requirements

The M.Ed. program is comprised of ten half-courses and a comprehensive examination and may be undertaken on a full- or part-time basis. Required courses (to be taken in the first year of program) are:

HDP1200	Foundations of Human Development and Education
HDP2293	Interpretation of Educational Research.

Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) or an alternative course in adult development as one of their ten half-courses. It is recommended that during their program students focus on a specific domain of study. They may do so by taking required courses within a concentration described above. Alternatively, in consultation with their advisor, students may take at least four half-courses within a domain of study which they identify.

MASTER OF ARTS

The M.A. program is designed primarily for students who wish to pursue a career in research, university or community college teaching, and related activities. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of one or more members of the department.

Admission Requirements

Admission to the M.A. program normally requires a preparation equivalent to a University of Toronto four-year bachelor's degree in arts, science, or a helping profession. Although most applicants will have a four-year bachelor's degree in Psychology, applicants with a four-year bachelor's degree in Cognitive Science, Computer Science, Linguistics, or a helping profession such as Occupational Therapy, Speech and Language Pathology, Physiotherapy, Nursing, Social Work or other area relevant to their specific program of study are also eligible to apply for admission. The usual admission standard is standing equivalent to a University of Toronto **mid-B or better**.

Program Requirements

The M.A. program is comprised of six half-courses and a thesis and is normally undertaken on a full-time basis. Under exceptional circumstances students may be permitted to undertake the program on a part-time basis; a detailed case for such permission must be submitted with the admission application.

Required courses (to be taken in the first year of the program) are:

HDP1200	Foundations of Human Development and Education
HDP1206	Proseminar in Human Development and Applied Psychology
HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology.

Students who have not had a previous course in human development will be required to take HDP1201 (Child and Adolescent Development) o an alternative course in adult development as one of their six half-courses. It is recommended that during their program students focus on a specific domain of study. They may do so by taking required courses within a specialization described above. Alternatively, in consultation with their advisor, students may take at least three half-courses within a domain of study which they identify.

DOCTOR OF EDUCATION

The Ed.D. program is designed primarily for educators who have demonstrated their practica capabilities in a variety of educational settings and who intend to continue their professional careers as field-oriented leaders.

Admission Requirements

Admission to the Ed.D. program normally requires a University of Toronto master's degree in Educational Psychology, Special Education o equivalent (including Adaptive Instruction, Applied Developmental Psychology, Early Childhood Education, or Instruction and Special Education). The usual admission standard is standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with a master's degree in other specializations in Adult Education, Applied Psychology, or Curriculum are also eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the program.

Program Requirements
The Ed.D. program is comprised of eight half-courses, an internship and a thesis. While students may begin the program on a part-time basis, a minimum of one year of full-time study is required. Often students build a leave of absence or sabbatical from outside employment nto their Ed.D. program; it is highly ecommended that students use such time to omplete the thesis requirement, not oursework. Required courses are:

HDP3200 Research Proseminar on Human Development and Applied Psychology

lus either

HDP1209 Research Methods and Thesis Preparation in Human Development and Applied Psychology

R

HDP3226 Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology.

t is recommended that students take HDP3200 ear the beginning of their program, and IDP1209 or HDP3226 when they are developing thesis proposal. For students who have an nsufficient background in human development it s highly recommended they take HDP1201 Child and Adolescent Development) or an lternative course in adult development as one f their eight half-courses. The remaining ourses are electives and are selected in onsultation with the students' advisor.

OCTOR OF PHILOSOPHY

he Ph.D. program emphasizes knowledge in everal disciplines related to theory and esearch in the area of Human Development and ducation. The program is designed for tudents who wish to pursue a career in niversity or community college teaching, and areers that require advanced skills in research nd evaluation. As an apprenticeship approach favoured, students are expected to become osely involved in the research of one or more aculty members of the department.

dmission Requirements
dmission to the Ph.D. program normally equires a preparation equivalent to a relevant niversity of Toronto four-year bachelor's egree and a master's degree in Educational Psychology, Special Education or equivalent (including Adaptive Instruction, Applied Cognitive Science, Applied Developmental Psychology, Child Study and Education, Early Childhood Education, or Instruction and Special Education) with standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with master's degrees in other areas of Applied Psychology, Adult Education, Curriculum, or a helping profession such as Speech and Language Pathology, Nursing, Social Work, Physiotherapy, or Occupational Therapy are also eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the program.

Program Requirements
The Ph.D. program is comprised of six half-courses, a comprehensive examination and a thesis, and is normally undertaken on a full-time basis. Required courses (to be taken in the first year of the program) are:

HDP3200 Research Proseminar on Human Development and Applied Psychology
HDP3226 Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology.

For students who have an insufficient background in human development it is highly recommended that they take HDP1201 (Child and Adolescent Development) or an alternative course in adult development as one of their six half-courses. The remaining courses are electives and are selected in consultation with the student's advisor.

Additional Teacher Education Qualifications in Special Education
Students interested in additional qualifications for teachers should note the following:

For students who have an Ontario Teachers Certificate of Qualification, certain courses have been granted equivalence for Part I and/or Part II of the program leading to the Ontario College of Teachers three-part qualification in Special

Education. Students should consult the department's *Program Guidelines* booklet and/or their advisor regarding which courses are accepted for these additional qualifications. Additional qualifications are granted solely by the College; **students must apply directly to the College for course credits.**

For more information contact:

Ontario College of Teachers
121 Bloor Street West, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: (416) 961-8800
Fax: (416) 961-8822
Website: www.oct.on.ca

MASTER OF TEACHING IN HUMAN DEVELOPMENT AND CURRICULUM

NOTE: At the time of publication, the offering o this program and its requirements are pending approval.

The Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology offer a two-year Master of Teaching degree in Human Development and Curriculum. Upon successful completion of this program, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontari schools. The cooperating departments contribute courses, provide facilities and provid supervision for graduate research. Students ar admitted to the program through either of the tw departments.

The Human Development and Curriculum program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The program provides students with a strong conceptual grounding in human development, cognitive psychology, educationa technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves t enhance and extend the theoretical and practica experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers (MRP).

The program co-coordinators for the M.T. program are E. Woodruff (HDAP Department) an C. Rolheiser (CTL Department). The faculty affiliated with the program are as follows: M. Ferrari, D. McDougall, S. Peterson, (core faculty), and M.L. Arnold, T. Goldstein, A. Jordan, B. Kelly, M. Scardamalia, and E. Smyth.

Admission Requirements

Applicants are admitted under the general regulations of the School of Graduate Studies, University of Toronto. Applicants normally must have the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in oday's schools. Final selection will be made based on an interview by a panel of faculty, eachers and students. Given the limited number of students in this program, not all eligible applicants can be admitted.

Applicants apply for admission to this program hrough either the Department of Curriculum, Teaching and Learning or the Department of Human Development and Applied Psychology. Admission and degree requirements for the program are the same for both departments. Because applicants are applying to a teacher education program they also need to submit the ollowing items with their application:

) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
) a photocopy of a certificate of change of name where applicable
) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers)

NOTE: In addition, a criminal record check is equired for certification by the Ontario College f Teachers.

Specialization

Applicants must select **one** of the following specializations:
- Primary/Junior (junior kindergarten to grade 6).
- Junior/Intermediate (grades 4 to 10).

NOTE: Applicants to the Junior/Intermediate specialization must select **one** teaching subject from the following list:

English (First Language)
Prerequisites: Two full university courses in English
Geography
Prerequisites: Two full university courses in Geography
History
Prerequisites: Two full university courses in History
Mathematics
Prerequisites: Two full university courses in Mathematics
Science-General
Prerequisites: Three full university courses in Science
Visual Arts
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Program Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and two electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Core Courses

Descriptions of courses with the prefix CTL can be found on pages 86 - 95 and 103 - 104, those with HDP can be found on pages 143 - 156 .

Curriculum, Teaching and Learning

CTL1011H	Anti-Discriminatory Education in School Settings
CTL1019H	Authentic Assessment
CTL1797H	Practicum in Curriculum: Master's Level
CTL7000Y	Curriculum and Teaching
CTL7001H	Collaboration, Curriculum, Community and Teaching
CTL7003H	Conceptual Basis for Methods of Teaching in Primary, Junior and Intermediate Classrooms

Human Development and Applied Psychology

HDP1201H	Child and Adolescent Development
HDP2280H	Introduction to Special Education and Adaptive Instruction
HDP2288H	Reflective Teaching and Analysis of Instruction
HDP7002H	Ethical, Legal and Professional Issues in Education
HDP7004H	Practicum in Schools
HDP7005Y	Practicum Internship

Elective Courses

The two electives are selected from course offerings in the Departments of Curriculum, Teaching and Learning and/or Human Development and Applied Psychology. Choice of electives is contingent upon the approval of the student's faculty advisor.

SCHOOL AND CHILD-CLINICAL PSYCHOLOGY

The School and Child-Clinical Psychology (SCCP) program provides theoretical and professional training in preparation for psychological work with children in school, clinic private practice, and research settings. The program is designed to provide training in assessment, therapy and other psychosocial and instructional interventions, professional consultation and prevention. Opportunities are available for research and clinical work with infants, young children, adolescents, and families. The M.A. in SCCP is designed to meet the academic requirements of the College of Psychologists of Ontario for registration as a Psychological Associate. The Ph.D. in SCCP is designed to meet the academic requirements fo registration as a psychologist.

The SCCP program at OISE/UT is guided by an understanding of the child based on four core factors. First, as children move from infancy to adulthood they undergo fundamental developmental changes that systematically influence the ways that they perceive and respond to their world, and the ways that their families, teachers, peers and others with whom they relate, respond to them. Second, the experiences of children throughout their schooling, including the ways that they are prepared for it and their reactions to it, profoundly affect their individual development. Third, the social experiences of children both within and outside of the family and the feelings that result from those experiences also have a major impact on their individual development. Fourth, children have diverse learning, social and emotional needs and differ considerably from each other in the ways that they approach their world. The faculty members associated with the SCCP program believe that an understanding of and intervention with children involves consideration of these four factors.

The curriculum of the SCCP program is designe to establish a strong foundation (or "trunk") of core knowledge and skills early in the program with students free to specialize (or "branch ou later on. The program reflects a mix of course nd training opportunities. Some classes are pecifically designed for students in SCCP; ther classes are shared with students who are najoring in other aspects of human development nd education. The program initially provides tudents with a solid foundation in levelopmental psychology, the education of xceptional learners, and child sychopathology. Consistent with our beliefs bout the child, a systemic approach is the basis r the training we provide in assessment and ntervention. We believe that the knowledge and kills necessary for the practice of school sychology and child clinical psychology overlap onsiderably, and that experience in each of chool and child clinical settings enhances ractice in the other. Therefore, over the course f the program, students are required to ndertake practica in both school and child linical settings. We recommend that the nasters practicum be done in the school system nd the doctoral practicum in a child-clinical etting. The intent of the SCCP program is to ain scientist-practitioners, for whom practice nforms research and research informs practice. rom the outset, students are linked with a culty mentor. Students are expected to ecome closely involved in the research of one r more faculty members of the department.

ASTER OF ARTS

he M.A. program is intended to meet the cademic requirements for registration as a sychological associate. The focus of the rogram is applied, with a practicum experience f approximately 250 hours in the second year.

dmissions Requirements

dmission to the M.A. program normally requires preparation equivalent to a University of oronto four-year bachelor's degree in sychology, or its equivalent defined as six full ourses in psychology, including one half-ourse in research methods and at least three ll courses at the third and fourth year level. ne usual admission standard is standing quivalent to a University of Toronto **A- or etter**. Applicants who have at least three ears of successful post-bachelor's relevant ofessional experience may be admitted with ightly lower standing if they can document to e satisfaction of the admissions committee at they can meet the standards of the program terms of research and applied work. pplicants will have to document evidence of relevant professional experience. Applicants are requested to submit, in addition to the required letters of recommendation, a letter of recommendation from an applied setting.

Program Requirements

The M.A. program is comprised of 11 half-courses and a thesis, and is normally undertaken on a full-time basis. (Pending approval, the SCCP M.A. program has amended the total number of courses required and revised the sequencing of required courses.)

Required courses (to be taken in the first year of the program) are:

HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology
HDP1215	Psychological Assessment of School-Aged Children
HDP1216	Psychoeducational Assessment
HDP1219	Ethical Issues in Applied Psychology
HDP1220	Introduction to School and Child-Clinical Psychology
HDP1285	Psychology and Education of Children with Learning Disabilities

Required courses (to be taken in the second year of the program) are :

HDP1218	Seminar and Practicum in Assessment.
HDP1222	Approaches to Psychotherapy Across the Lifespan
HDP1236	Psychopathology for School and Child-Clinical Practice
HDP1250	Normative and Individual Patterns of Development

In addition, students are required to take in their first year one course from the Assessment and Intervention in the School and Child-Clinical Psychology menu (see the *Program Guidelines*). For students who have not taken a previous child development course in their undergraduate program, HDP1201 (Child and Adolescent Development) must be taken. For students who have not taken a third or fourth year statistics course as part of their undergraduate program, CTL2004 (Elements of Statistics) must be taken.

DOCTOR OF PHILOSOPHY

Like the master's program above, the Ph.D. program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of this program would assume positions of greater professional and administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. The Ph.D. program is intended to meet the academic requirements for registration as a psychologist.

Admission Requirements

Admission to the Ph.D. program normally requires a University of Toronto four-year bachelor's degree in Psychology or its equivalent and an OISE/UT M.A. in School and Child-Clinical Psychology or its equivalent. The usual admission standard is standing equivalent to a University of **Toronto A- or better** (in the master's degree). A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psychology from elsewhere may be considered. However, if the master's program was not equivalent to the OISE/UT M.A. in School and Child-Clinical Psychology, the student may be required to take additional courses to receive equivalent training.

Note that continuation from the M.A. to the Ph.D. program is not automatic; graduates from the M.A. program are considered each year in a pool with all other applicants to the program.

Program Requirements

The Ph.D. program is comprised of eight half-courses (including a practicum course), a comprehensive examination, a doctoral dissertation and an internship, and is normally undertaken on a full-time basis. Students are expected to complete the comprehensive examination by the end of their required period of full-time study. Students should consult the Clinical Director of the School and Child-Clinical Psychology program to arrange their practicum placement and internships. Students shall refer to the *Practicum and Internship Policy and Placement Handbook* for a description of the evaluation processes and criteria for practicum and/or internship placements. To complete the Ph.D. program students must undertake one of their practicum placements in a school setting and one in a clinical setting. The required courses (to be taken in the first year of program) are HDP3241 (Seminar and Practicum in Assessment and Intervention with Children), and HDP3200 (Research Proseminar on Human Development and Applied Psychology). In addition, students will take one course from each of the following menus (see the *Program Guidelines* for course lists).

- Psychosocial Intervention
- Instructional Intervention
- Advanced Assessment
- Social Foundations of Psychology
- Advanced Research Methods
- Biological Foundations of Psychology

Students who have not had an advanced undergraduate or graduate course on history an systems of psychology should take HDP3204 (Contemporary History of Systems in Human Development and Applied Psychology). Students will take HDP1201 (Childhood and Adolescent Development) if they have not taken a child development course at the undergraduat level. Please consult your faculty advisor for more information.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should not the following:

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's program or from any graduate program in psychology does not in itself qualify a person t practice as a psychologist or a psychological associate. Professional practice of psycholog in Ontario is regulated by the College of Psychologists of Ontario. The College examin candidates for registration as psychologists a psychological associates in Ontario. The M.A. School and Child-Clinical Psychology is designed to meet the academic requirements f registration as a psychological associate. The Ph.D. in School and Child-Clinical Psychology designed to meet the academic requirements f registration as a psychologist. At the discretio of the College, courses other than those requi by the program may be required for certificatio

or more information contact:

he Registrar
ollege of Psychologists of Ontario
246 Yonge Street, Suite 201
oronto, Ontario M4T 1W5
elephone: (416) 961-8817
ax: (416) 961-2635
-mail: cpo@cpo.on.ca
Vebsite: www.cpo.on.ca

OURSES

he following list demonstrates the range of ourses offered within the department. Not all of e courses listed are offered in any given year. lease consult the *Course Schedule* for urrently scheduled courses.

course is identified with this department when e prefix is HDP. Numbers 12 and 22 denote a aster's level course, while numbers 32 and 52 enote a doctoral level course. Prior to this ear, number 42 was also used to denote aster's level course.

OTE: This year several courses have anged from master's to doctoral level, and everal courses titles have been revised. ease consult the *Program Guidelines* for a list these courses.

DP1200H Foundations of Human evelopment and Education

l students of human development are terested in two questions: What develops? hat influences development? In this course we e also interested in a third question: What is e role of formal education in human evelopment? This course will provide an pportunity for students to construct an overall erspective on development and education, and be introduced to the main areas of expertise nong the faculty.
Astington, A. Biemiller, M. Lewis and staff

DP1201H Child and Adolescent evelopment

is course addresses factors involved in child evelopment (preschool period, early school ars, intermediate years, adolescence) and the oblems of each period. As well, preventative d remedial phases of mental health are amined.
aff

HDP1206H Proseminar in Human Development and Applied Psychology

The first part of the course includes a brief introduction to the history and basic ideas of cognitive and emotional development, including cognitive, educational, and clinical applications. This is followed by faculty members of the department explaining how their research is conceived, designed, and analysed. Students work individually and collaboratively on critical thinking in psychology, on how to understand published psychological research, as well as on designing, analysing, and writing up their own research projects.
K. Oatley

HDP1209H Research Methods and Thesis Preparation in Human Development and Applied Psychology

This course focuses on the four quantitative research methods most frequently used in psychology (observation, experiments, questionnaires, and semi-structured interviews) as well as their rationales and the implications of their use. The four main statistical methods of analysis - chi square, analysis of variance, correlation, and regression - will be reviewed and applied to specific pieces of research. The preparation and writing of a dissertation proposal will be addressed.
K. Oatley and K.E. Stanovich

HDP1211H Psychological Foundations of Early Education

The purpose of the course is to identify the psychological foundations of program/practice in early education in programs for children of 4 to 7 years, and to analyse the issues associated with the different resulting educational perspectives. The historical-theoretical roots of early education and associated views of the learner, research related to current issues, and selected features of current practice will be explored.
J. Hardacre and staff

HDP1215H Psychological Assessment of School-Aged Children

The purpose of this course is to gain an understanding of basic principles to psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the

assessment process, basic statistical concepts related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administration and scoring of a number of tests (e.g., WISC-III, WPPSI-R, WAIS-III, WIAT, K-TEA, WRAT-3) which is evaluated through review of completed test protocols and videotaped test administrations.
Pre-requisite: This course is limited to students in the School and Child-Clinical Psychology program and is a co-requisite with course HDP1216.
M. Peterson-Badali, T.W. Humphries, J. Wiener

HDP1216H Psychoeducational Assessment

Theory and practicum in psychological assessment techniques applied in school settings. Administration and interpretation of individual intelligence tests, academic tests, tests of special abilities and behaviour rating scales within the context of a practicum assignment in the Counselling and Psychoeducational Clinic. Topics focus on the development of assessment plans, clinical interviewing, test interpretation, report writing, feedback, and consultation.
Prerequisite: This course is limited to students in the School and Child-Clinical Psychology program who have completed course HDP 1215.
M. Peterson-Badali, T.W. Humphries and J. *Wiener*

HDP1217H Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children

This course provides a basic overview of current behavioural and cognitive-behavioural approaches to the management and remediation of maladaptive behaviour, such as aggression, disruption, and noncompliance, in educational and residential settings. A conceptual model of behaviour and cognitive-behaviour therapy and learning principles relevant to this model will be considered. The model focuses on proactive, nonintrusive, and success-based approaches to remediation of problem behaviour. Topics will include assessment of maintaining variables, teaching of adaptive skill clusters, building tolerance to difficult environmental circumstances, moderating severe behaviour to enable skill-teaching, and evaluating clinical progress.
J. Ducharme

HDP1218H Seminar and Practicum in Assessment (Pass/Fail)

This course supports and evaluates the development of the student's clinical skills, (assessment and intervention) at the Masters level with children in the practicum placement. Placements are in school and clinical settings. Seminars focus on specific problems and issue related to clinical practice.
Note: Open to School and Child-Clinical Psychology students only, and ordinarily taken in the second M.A. year. Students are expecte to consult with Dr. Link to arrange a practicum placement.
Pre-requisite: HDP1215, HDP1216, HDP1219, HDP1220 or equivalent; and permission of instructor.
Staff

HDP1219H Ethical Issues in Applied Psychology

This course provides students with an overvie of legal, ethical, and professional issues as th relate to the practice of psychology. The curre regulatory model of psychology in Ontario and implications for practice are reviewed. The Canadian Code of Ethics, College of Psychologists' Standards of Practice, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as th relate to issues of confidentiality, record keeping, consent, competence, professional boundaries, and multicultural issues in assessment, psychotherapy, and research. Throughout the course, a model of ethical decision-making designed to assist practition with ethical dilemmas is reviewed and practise with a variety of case examples in the context small- and large-group discussion.
(offered jointly with Adult Education, Commun Development and Counselling Psychology)
M. Peterson-Badali and staff

HDP1220H Introduction to School an Child-Clinical Psychology

This course is intended to provide students in School and Child-Clinical Psychology with a grounding in the conceptual foundations of th program. The implications of the scientist practitioner model for practice as a school or child-clinical psychologist is the cornerstone the course. Specific issues to be addressed include developmental and systemic approa to psychological practice, systems and grou behavior within, and related to the school

rganization, multidisciplinary teams, pproaches to consultation, principles of revention and intervention, and program valuation. Students will apply the principles iscussed in the course in a practicum lacement.
lote: Open to School and Child-Clinical 'sychology students only, and ordinarily taken n the first year of the School and Child-Clinical I.A. program. Students are expected to consult ith Dr. Wiener to arrange a practicum lacement.
. Wiener

IDP1221H Seminar and Practicum in chool Psychology: Part II

urther examination and discussion of rofessional relations in school models of sychological service delivery, ethical onsiderations, strategies of applying sychological principles to educational problems the school, and case conferences. Includes eminar as well as practicum in the schools, one ay per week.
ote: Open to School Psychology students only, nd ordinarily taken in the second year of the chool Psychology M.A. program.
rerequisites: HDP1219H and HDP1220H
. Miezitis and O. Weininger

DP1222H Approaches to sychotherapy Across the Lifespan

his course introduces the major theories of sychotherapy with children and adults cluding: cognitive-behavioral, psychodynamic, nd humanistic approaches. Issues related to ender and to individual and cultural diversity are so considered. A practical component assists udents in developing basic psychotherapy kills.
ote: Open to School and Child-Clinical sychology students only; others by permission instructor.
.R. Musselman and staff

DP1223H Depression in the Schools: ssessment, Prevention, and tervention

ultidimensional assessment and intervention odels for working with depressed children and uth in the schools. Self-report as well as acher observation and rating techniques for entifying at-risk children and youth; teacher-mediated and parent-mediated intervention approaches; group work for social-skill and self-esteem development. This course will include a practicum.
S. Miezitis

HDP1224H Atypical Development of Human Relationships in Early Childhood

In this course we consider atypical emotional and behavioural development in early childhood in the context of children's family and social relationships. We examine the role of the family in the emotional development of children including the attachment system, parent-child relationships, children in the context of the parental marriage, and sibling relationships.
J. Jenkins and staff

HDP1225H Practicum in Diagnostics and Psychotherapy

A practicum in diagnostics and/or psychotherapy, to be planned for each student in consultation with the instructor.
Prerequisite: This course is limited to students in the School Psychology program who have completed HDP 1216. Permission of instructor is required.
Staff

HDP1226H Selected Problems in Educational Psychology

Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

HDP1231H School-Based Social Competence Promotion

Concepts of social competence emerging from several theoretical perspectives are critically surveyed. The role of school psychologists in promoting social development is emphasized. The practicum provides experience either in the implementation of social skills training in schools or in the refinement of research in this area.
Prerequisite: Permission of the instructor.
J. Wiener and staff

HDP1233H Cognition, Development and Education

This course examines applications of cognitive theory and research to problems of school learning and instruction. The emphasis is on recent advances that throw light on such areas of concern as reading and learning from texts, mathematical competence, learning in the sciences and social studies, problem-solving, motivation, and teaching practices.
Note: Ordinarily taken by students in their first year of the interdepartmental focus in Applied Cognitive Science.
D.R. Olson and staff

HDP1234H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computational theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.
D.R. Olson and staff

HDP1236H Psychopathology for School and Child-Clinical Practice

In this course we look at the classification and epidemiology of psychological disorders of childhood.
J. Jenkins and staff

HDP1237H Cognitive Development and Instruction

This course will cover the core issues in cognitive development from several theoretical vantage points, and trace the changes in children's thinking from early infancy to adolescence. Intervention and instruction will be related to developmental issues.
R. Case, M. Lewis and staff

HDP1238H Special Topics in Human Development and Applied Psychology: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of human development and applied psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

HDP1241H Outcomes of Early Education and Child Care

This course is a concept-oriented analysis of methods and research in early child care and educational settings. Problems of child care and the nature of early experiences in different settings are examined. The research methodology and strategies, process-interaction, and developmental status measures, along with programs and results of intervention factors, will be considered. Students will be expected to evaluate published studies on aspects of early childhood education or care, and to design studies (including pretests) concerning problems in early childhood.
A. Biemiller, J. Hardacre and staff

HDP1249H Emotional Development

This course will review the major theoretical positions on emotional development, and then follow the child's social-emotional growth from birth through adolescence. The experience, expression, representation, and regulation of emotions will be examined with respect to universal developmental patterns as well as individual personality formation.
M. Lewis and staff

HDP1250H Normative and Individual Patterns in Development

Studying individual differences in development provides a window on uniqueness, even pathology, but also a challenge to review how w define normal. This course examines diversity and its relation to normativity at a theoretical level, and then goes on to look at themes and variations in temperament, attachment, language acquisition, perspective-taking, emotional and personality development, intelligence and peer relations. These topics w be discussed with respect to developmental theory, day-to-day experiences of children and families, and implications for psychological practice (including assessment and interventio with children and adolescents.
M. Lewis

HDP1256H Child Abuse: Intervention and Prevention
An examination of the nature and consequences of child maltreatment. Theory and research in physical, sexual, and emotional abuse will be reviewed. Coverage includes recent therapeutic nterventions and promising prevention nitiatives. The objective of this course is to provide a knowledge base for more effective practice and inquiry.
R. Volpe and staff

HDP1259H Child and Family Relationships - Implications for Education
This course has a dual focus: consideration of heory/research related to child-parent relationships and family influences on child development, and application of this literature in examining current child care/education policy and program initiatives.
J. Jenkins, C. Corter and staff

HDP1260H Children, Psychology and he Law
A critical analysis of the Canadian legal system's nterface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's ights, and risks and opportunities for children in he context of today's legal system. Domains nclude education, health, family law (custody and access; protection), and criminal law. Specific topics include Ontario's child protection ystem, the Young Offenders Act, Special Education, issues in custody and access assessment, children's and youths' understanding of the legal system, etc.
Note: This is not intended as a law course, but to cquaint psychology practitioners with relevant legal issues.
M. Peterson-Badali and staff

HDP1265H Social Development in Infants and Children
This course examines the child's social evelopment from infancy to middle childhood. Major topics include the nature of human ociality; neonatal and infant sociality (empathy, onding, attachment, interactive play, etc.); gocentricity vs socio-centricity in early childhood; mythic structure of children's television; enculturation to the folkways and values of elementary school; children's conversations.
Staff

HDP1270H Children's Theory of Mind
The course examines children's developing understanding of themselves and other people as psychological beings, that is, as people who have beliefs, desires, intentions, and emotions. It explores the implications of this development for children's social understanding in the preschool years and beyond, and for their understanding of thinking and learning in school. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and examines some theoretical explanations of children's understanding of the mind.
J. W. Astington

HDP1272H Play and Education
A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development.
This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education and M.Ed. students in HDAP. Others must seek the permission of the instructor to register.
J. Hardacre

HDP1273H Psychology of Disability and Empowerment
This theoretical and practical course is intended to encourage students to explore the issues involved in thinking about empowerment and disability. The phenomena referred to by such terms as "disability", "impairment", "integration", "professionalism", and "empowerment" are examined in class seminars through the analysis both of selected readings and of the experience of working with a disabled partner throughout the course. The course is suitable for any educator wanting to understand the experience of being handicapped and the barriers to empowerment those with handicaps must face.
P. Lindsay

HDP1274H Research Planning in Human Development and Applied Psychology
The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in human development and applied psychology.
P. Lindsay, C.R. Musselman and E. Geva

HDP1277H Seminar and Practicum in Applied Developmental Psychology
Examination and discussion of professional issues, activities, and relations associated with the practice of applied developmental psychology in a variety of settings, including the school system, community mental health centres and literacy programs, early childhood education settings, and special needs offices at the post secondary level. The course includes a practicum that will provide experience and the opportunity to discuss strategies for applying principles of developmental psychology in different settings, professional consultation and collaboration, program modifications and the design of treatments based on psychological principles, case conferencing skills, and ethical consideration.
T. Humphries

HDP1279H Preventative Interventions for Children at Risk
This course will examine the theory and rationale for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variables and family involvement in intervention programs will be covered, as will issues of identification and evaluation.
R. Volpe and staff

HDP1281H Psychology and Education of Children and Adults with Developmental Disabilities
The identification and etiology of developmental delay and the intellectual/social development of developmentally delayed people. Issues of inclusion and segregation; curriculum-based, computer-assisted instructional procedures; programs for parents and adults.
Staff

HDP1282H Psychology and Education of Deaf Children
Communication, psychological, and social issues in the education of deaf and hard-of-hearing individuals.
C.R. Musselman

HDP1284H Psychology and Education of Children and Adolescents with Behaviour Disorders
Psychological and educational characteristics o children and adolescents with behaviour disorders with an emphasis on the interplay between constitutional and environmental factors that contribute to these disorders. Research on current assessment and intervention procedures will be analysed.
This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education, M.Ed. students and School and Child-Clinical students in HDAP. Others must seek the permission of the instructor to register.
J. Wiener and staff

HDP1285H Psychology and Education of Children with Learning Disabilities
Characteristics of children with learning difficulties, their identification, and suggested remedial programs. Emphasis is placed on the concept of learning disability and on the educational implications of the research literature in the field.
This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education, M.Ed. students and School and Child-Clinical student in HDAP. Others must seek the permission of the instructor to register.
T.W. Humphries and J. Wiener

HDP1286H Psychology and Education of Adolescents and Adults with Learning Disabilities
Psychological and educational characteristics adolescents and adults with learning disabilitie with an emphasis on the interplay between constitutional and environmental factors that contribute to these disabilities and enable optimal functioning. Current intervention approaches used in educational, community, and work settings will be critically evaluated.
J. Wiener, U. Shafrir and staff

HDP1290H Psychology and Education of Children with Pervasive Developmental Disorders
This course offers a review of theories of the ature of autism, its causes, its treatment, and he assumptions underlying these theories. The elationship to other types of exceptionality is mphasized, and programs for autistic children re reviewed and evaluated, especially those ithin educational settings.
Staff

HDP1299H Language Assessment and ntervention
The course will consider typical and atypical atterns of language acquisition, including the evelopment of interpersonal communication nd literacy. Various approaches to teaching anguage will be examined, as well as the ommunication needs of disabled learners in ducational settings.
. Musselman and staff

HDP2200H Child Study: Observation, valuation and Reporting
course designed for students to learn the skills nd knowledge fundamental to a evelopmentally oriented systematic study of hildren. This is done through observing, ecording, interpreting, and reporting in a rofessional manner the behaviour and evelopment of children in diverse practice and esearch settings. A range of methods from irect observation to standardized testing will be urveyed. The role of the practitioner as critical nquirer will be emphasized.
ote: This course is normally open to students in e M.A. in Child Study and Education program nly.
. Volpe and staff

DP2201Y Childhood Education eminar
seminar examining the teaching-learning nteraction between adults and children in reschool, primary, and junior educational ettings. Emphasis is on the integration of eaching practice with principles of child evelopment and learning theory. This seminar raws on the students' experiences from racticum placements. This course will also nclude a focus on childcare arrangements and elated issues for children in elementary schools, and a review of the Day Nurseries Act.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Hardacre and staff

HDP2202Y Childhood Education Seminar II: Advanced Teaching
This seminar will provide for discussion of topics and issues that emerge during the students' internship (HDP2221Y Advanced Teaching Practicum). This course will also include a review of the Education Act and regulations, the College of Teachers and regulations, and one or more sessions on the history of the child care movement, and on current policy issues on child care.
R. Volpe and staff

HDP2210Y Introduction to Curriculum
A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve. Basic areas of the elementary curriculum will be introduced, including arts (drama, music, physical education, and visual arts), communications, mathematics, and science.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
Staff

HDP2211H Theory and Curriculum I: Language and Literacy
A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of communications (speaking, listening, reading, writing). The practical problems of curriculum design are informed by theoretical considerations of children's linguistic development from infancy onwards, and of the differences between oral and written language.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
J.W. Astington and staff

HDP2212H Theory and Curriculum II: Children's Epistemologies in Mathematics
A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of mathematics. The practical issues are informed by theoretical considerations of

children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
R. Case and staff

HDP2220Y Teaching Practicum (Pass/Fail)

Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staff member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Hardacre and staff

HDP2221Y Advanced Teaching Practicum (Pass/Fail)

Second year Child Study and Education students carry out one internship placement lasting 16 weeks. Internships may be in classes from preschool through grade six. Through these internships students consolidate skills under the supervision of a mentor teacher on site and a staff member from the Institute of Child Study. The internship provides a total of 320 practicum hours.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Hardacre and staff

HDP2230H Designing Educational Programs

An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
A. Biemiller and staff

HDP2252H Individual Reading and Research in Human Development and Applied Psychology: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.

HDP2275 H Technology for Adaptive Instruction and Special Education

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is on the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in main-streamed classrooms. The course is suitable for students in the departments of Curriculum, Teaching and Learning and Human Development and Applied Psychology who are using or are considering using computers in the classroom.
P. Lindsay and staff

HDP2275H Technology for Adaptive Instruction and Special Education

This course will examine the potential of microcomputer-based technology in various types of learning environments. The focus is or the use of technology as a tool to increase the teacher's ability to handle a wide range of student learning needs in main-streamed classrooms. The course is suitable for student in the departments of Curriculum, Teaching and Learning and Human Development and Applied Psychology who are using or are considering using computers in the classroom.
P. Lindsay and staff

HDP2280H Introduction to Special Education and Adaptive Instruction

A critical analysis of current issues related to philosophy, practice, administration, integratio and inclusion, and instructional and classroom adaptations. This course is intended primarily for Child Study and Education students, those the Interdepartmental program in Adaptive Instruction and Special Education, M.Ed. students and School and Child-Clinical studen in HDAP. Others must seek the permission of the instructor to register. This course is not appropriate for students who already have a background in special education.
C. Musselman, J. Wiener, P. Lindsay and sta

HDP2283H Psychology and Education of Gifted Children and Adolescents

The identification and the intellectual, social, and emotional development of the gifted; educational programs in regular and special classes.
D. Keating

HDP2287H Classroom-Based Counselling Approaches

This course will examine counselling approaches that are appropriate for teachers and counsellors to use in the school setting. An overview of classroom-based counselling approaches for the prevention and treatment of behavioural, social, and emotional problems will be presented. Interventions designed for individual students, small groups, classes, schools, and parents will be discussed, and evaluative research on these approaches will be analyzed.
J. Wiener and staff

HDP2288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.
U. Shafrir

HDP2291H Special Topics in Adaptive Instruction and Special Education: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. A variety of courses may be offered under this category. For further information, see the course schedules available in early March.
Staff

HDP2292H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.
T.W. Humphries and J. Wiener

HDP2293H Interpretation of Educational Research

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.
E. Geva, P. Lindsay, C.R. Musselman and U. Shafrir

HDP2295H Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP2296H Reading and Reading Difficulties

The purpose of the course is to meet regular classroom teachers' needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations, and on the strategies used by expert and novice readers.
Staff

HDP3200H Research Proseminar on Human Development and Applied Psychology

The purpose of this course is to introduce students to basic ideas in human development, psychology and education, with an emphasis on applications. Faculty members or outside speakers will explain how their work is conceived, designed and analyzed. The aim of this course is to expose students to a breadth of approaches and problem areas, and to encourage students to consider research from a multiplicity of perspectives. Through readings assigned by the presenters, attendance at the

HDAP bi-weekly colloquia, various assignments and classroom discussion, the course is intended to develop an appreciation of the broad range of topics undertaken by researchers in human development and psychology, help new Ph.D. students to become aware of alternative conceptual frameworks, and encourage students to be creative and open-minded as they develop their own research ideas.
E. Geva, D. Keating, M. Lewis and K. Oatley

HDP3201H Qualitative Research Methods in Human Development and Applied Psychology
This course provides an overview of qualitative research methodology and techniques. Coverage includes major philosophy of science, historical, and contemporary (critical, post modern, hermeneutic, constructivist and feminist) perspectives. Ethnographic, life history, individual and multiple case study, and focus group methods will be reviewed in relation to a narrative framework. Observational, interview, personal record, and archival data management will be discussed. Students will have an opportunity to design, implement, analyze, and report a micro qualitative study. Special emphasis will be placed on the use of computers and visual imaging techniques.
R. Volpe

HDP3202H Advanced Practicum in School Psychology
Study of core areas of school psychology. Second-year doctoral students, under faculty supervision, will supervise M.A. students in 1216H, 1220H, and 1221H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation. Open only to doctoral students in School Psychology.
Prerequisites: HDP1216H, HDP1220H, and HDP1221H.
S. Miezitis and O. Weininger

HDP3203H Recent Advances in Children's Theory of Mind
The course assumes that students have an overview of children's developing theories of mind and focuses on particular research issues in the area. Different issues will be considered each time the course is offered, reflecting current concerns from different research perspectives, such as autism, infancy, epistemology. The course also considers how theories of mind might have developed during evolution and assesses different theoretical explanations of children's understanding of the mind.
Prerequisite: HDP1270 or permission of the instructor.
J.W. Astington and staff

HDP3204H Contemporary History and Systems in Human Development and Applied Psychology
An examination of the historical and philosophical bases of modern theories of applied psychology. Emphasis is on counsellin developmental, and educational psychology. The goals of the course are a) to make explicit the origins of current ideas in applied psychology, and b) to demonstrate the importance of historical context in understandin research and practice issues.
R. Volpe

HDP3206H Research Seminar in Development in Early Childhood
An examination of certain conditions during the infancy and toddler period of development that will have an impact on later behaviour. Normal attachment development is studied with a view t recognizing deviations from it, and research literature focusing on this early period is explored with particular emphasis on attachmen theory.
O. Weininger

HDP3208H Research Seminar in Adolescent Development
This course focuses on the distinguishing characteristics of development during the adolescent years, as depicted in evolving psychological theory and current research. Broad themes will include adolescent thinking, self concept and identity formation, social and personal relationships, moral development and values acquisition, health and sexuality, and th role of gender and culture in shaping adolescen experience; specific topics will depend, in part, on the expressed interests of students. The course is intended primarily for students developing their own research agendas, but it i also relevant to those working with adolescent in educational and clinical settings.
M.L. Arnold

HDP3209H Psychology of Language and Literacy
This course examines current research on psycholinguistics including syntax, semantics, and pragmatics with an emphasis on their relations to literate competence. Topics considered are language development, literacy development, writing systems and the role of linguistic processes in thinking and instruction.
Prerequisite: Permission of instructor.
D.R. Olson and staff

HDP3210H Research Seminar in Social Psychology in Education
Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective that involves two persons or more. Examples are drawn from teacher-student, counsellor-client, and parent-child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.
Note: Open to doctoral students only.
Staff

HDP3220H Analysis of Learning Tasks
A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time it is offered, the course focuses on a different instructional problem.
C. Bereiter

HDP3224H Advanced Proactive Behavioral and Cognitive-Behavioral Interventions
This course will provide an advanced examination of proactive behavioral and cognitive-behavioral approaches used with children for the remediation of skill deficits associated with defiance, aggression, mpulsivity, depression, and anxiety. The course will have a practicum component to provide students with the opportunity to practice heir assessment and intervention skills with children or adolescents experiencing classroom difficulties.
Prerequisite: This course is limited to students n the School and Child-Clinical Psychology Program who have completed HDP1217.
J. Ducharme

HDP3226H Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology
This course focuses on current research and methods in human development and applied psychology. The course emphasizes the integration of research methods, statistics, and research content. The focus is on the thesis preparation process. Students will develop research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.
Prerequisite: One graduate course in quantitative analysis, and permission of the instructor.
D. Keating, M. Ferrari and K. Stanovich

HDP3229H Cognition and Emotion in Development
After a review of theoretical perspectives on emotion, cognition-emotion interaction and the development of this interaction over the lifespan will be discussed. Contemporary approaches to modelling development will be introduced. Clinical and educational implications will be discussed, including emotional constraints on cognition and learning, individual differences in emotion, and the development of personality and psychopathology.
M. Lewis, R. Case and staff

HDP3230H Understanding Narrative
In this course, we will explore how narrative is read and understood by people in schools and elsewhere, and how narrative is written, in fiction and other genres such as biography and autobiography. We aim to understand the psychological components of writing narrative literature and the psychological responses that occur during reading. We will also discuss the role of reading and writing narrative in the understanding of the self, and in therapeutic change. During the course we will discuss the following: a play by William Shakespeare, at least one nineteenth-century novelist, a case history of Sigmund Freud, a short novel by modernist writer Virginia Woolf, and a work by a recent or post-modernist writer. We will also discuss empirical work on responses to literature, and on the effects of reading and writing.
K. Oatley and staff

HDP3231H Psychodynamic Bases of Therapy

In this course we seek an understanding of psychodynamic theory as a basis for individual therapy in schools and elsewhere. We will discuss Freud's early work on sexual abuse, and its later repercussions, then move to his full-length case histories in order to understand fundamental ideas of interpretation, transference, and resistance. We will then move to interpersonal and object relations theories in the work of Klein, Winnicott, Guntrip, Fairbairn, and Laing, as well as theorists who have developed psychoanalytic theories of development including Horney, Bowlby, Ericson, and Stern. Throughout the course we will seek links to empirical data of human cognitive and emotional development, and we will end with findings of research on process and outcome in psychotherapy.
Staff

HDP3232H Assessment of Infants and Preschool Children

This course will cover the assessment of young children's cognitive, emotional, motor, social and language development. General principles of assessment and report writing will be included. Assessment tools that will be studied include the Bayley, Rossetti, Griffiths, McCarthy, Stanford-Binet, and WPPSI tests and checklists, and interview schedules such as the Connors, Achenbach and Vineland. Piagetian and other clinical techniques will also be covered. Students will do a practicum.
Prerequisite: HDP1215 and HDP1216 or equivalent, or permission of instructor.
M. Lewis and staff

HDP3237H Recent Advances in Cognitive Development and Education

This seminar will focus on contemporary theories of cognitive development. One or more classes of theories or general models will be selected each term. Changes in children's abilities and behaviours will be related to underlying changes in cognitive structures and processing.
Prerequisite: HDP 1237 or its equivalent, or permission of instructor.
R. Case, M. Lewis and staff

HDP3238H Special Topics in Human Development and Applied Psychology: Doctoral Level

Description as for HDP1238.
Staff

HDP3240H Advanced Social and Emotional Assessment Techniques

An advanced course in assessment of social and emotional functioning including standardize and projective assessment techniques.
Staff

HDP3241H Seminar and Practicum in Assessment and Intervention with Children (Pass/Fail)

This course supports and evaluates the development of the Ph.D. students' clinical skill (assessment and intervention) in the field placement. Placements are in schools and clinical settings. Seminars focus on specific problems and issues related to clinical practice.
Note: School and Child-Clinical Psychology students only. Students are expected to consul with Dr. Link to arrange their practicum placement in the year prior to taking this course or as soon as they are accepted into the program.
N. Link

HDP3252H Individual Reading and Research in Human Development and Applied Psychology: Doctoral Level

Description as for HDP2252.
Staff

HDP3255H Systemic Family Therapy fo School and Child-Clinical Practice

The aim of this course is to introduce students t family therapy concepts and interventions for use in the practice of school and child-clinical psychology. Structural, strategic, narrative an transgenerational models are considered through discussion of readings, videotape analysis and practical exercises.
Note: This course is normally limited to student in the School and Child-Clinical Psychology program. Others by permission of the instructo
J. Jenkins and staff

HDP3282H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.
K.E. Stanovich and staff

HDP3286H Developmental Neuropsychology

Introduction to the theoretical foundations of hemispheric asymmetries in function. The main purpose is to study current research and theoretical issues in development and in learning disabilities. The course focus is on basic research, but emphasis will also be given to implications for assessment and teaching.
Staff

HDP3287H Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the "new look" in cognitive science - parallel distributed processing (PDP) - as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in Human Development and Applied Psychology.
P. Lindsay

HDP3292H Advanced Psychoeducational Assessment and Psychodiagnosis

The purpose of this course is for students to refine their skills in psychoeducational assessment by assessing children with a variety of complex learning and social and emotional problems. Traditional psychoeducational assessment techniques are combined with a systemic approach to assessment of cognitive, educational and social/emotional functioning of children. Assessment is seen as embedded in a counselling process in which the children, parents and teachers are assisted to understand the nature of the children's difficulties, how they learn best, and their adaptive strategies for coping in the social milieu. Students will undertake two assessments over the course of the academic year using the facilities of the Counselling and Psychoeducational Clinic.
Note: This course is intended for students in School and Child-Clinical Psychology. Others by permission of the instructor.
Prerequisite: HDP1216 and one of HDP1218, HDP4271, or HDP5284.
J. Wiener and staff

HDP3297H Biological and Psychological Foundations of Low Incidence Disorders

This course will focus on current knowledge of various low incidence disorders (those typically represented in one percent of the population or less), especially conditions that are first diagnosed in infancy or childhood. We will discuss both biological and psychological factors playing a role in the etiology and discuss characteristic profiles for specific disorders. We will also consider potential interventions for prevention and treatment of the various disorders. Disorders to be considered include (but are not limited to) mental retardation, autistic disorder, Rett's disorder, Asperger's disorder, tic disorders, selective mutism, pica, enuresis, stereotypy and feeding disorders.
T.W. Humphries and staff

HDP5271Y Assessment and Programming for Reading and Writing Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists, special education and curriculum consultants, and classroom and resource teachers.
Note: This course is normally limited to students in School and Child-Clinical Psychology and to students in the interdepartmental specialization in Adaptive Instruction and Special Education. Permission of the instructor is required.
D.M. Willows and staff

HDP5280H Advanced Research Planning in Human Development and Applied Psychology

Study and interpretations of research relevant to the student's doctoral thesis.
Prerequisite: Permission of instructor.
E. Geva and K.E. Stanovich

HDP5281H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusing on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
K. E. Stanovich

HDP5284H Assessment and Intervention in Multicultural/Bilingual Contexts

The purpose of this course is to explore, from a multidimensional perspective, assessment and intervention issues and techniques arising when learners in second language or multicultural contexts experience learning difficulties. Through readings, classroom discussion, case studies, and client-work, the course is intended to help students become better aware and better prepared for work with individuals in culturally and linguistically diverse settings. Students are expected to integrate and apply such diverse areas as second language acquisition, learning disabilities, cognitive and affective functioning, and to consider alternative assessment and remediation practices.
E. Geva

HDP5295H Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP5298H Special Topics in Adaptive Instruction and Special Education: Doctoral Level

A course designed to permit study (in a formal class setting) of specific areas not already covered in the courses listed in the current yea For further information, see the course schedules available in early March.
Staff

HDP7002H Ethical, Legal and Professional Issues in Education

This course provides students with an overview of legal, ethical and professional issues as they relate to the educational practitioner. Models o decision-making designed to assist practitione with ethical concerns are reviewed and practice with a variety of case examples. Issues are als examined in relation to professional conduct an responsibilities. This course will address scho law in Ontario. This course is normally open onl to students in the M.T. in Human Development and Curriculum Program.
Staff

HDP7004H Practicum in Schools

This course provides supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Students are place in partnership schools in public and separate school systems and in other settings. Student are under the joint supervision of a field teache on site and an academic staff member at OISE/UT. The practicum provides a minimum o 30 days of field experience. This course is normally open only to students in the M.T. in Human Development and Curriculum Program.
Staff

HDP7005Y Practicum Internship

Students are placed in partnership schools in public and separate school systems and in oth settings. Students are under the joint supervision of field teachers on site and an academic staff member at OISE/UT. The practicum provides a minimum of 80 days of fie experience as junior staff members within scho settings. This course is normally open only to students in the M.T. in Human Development an Curriculum Program.
Staff

JPX1001Y Parenting: Multidisciplinary Perspectives
This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting. Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives.
(Offered jointly by OISE/UT, the Faculty of Social Work and the Department of Psychology)
C. Corter (Coordinator)

Other courses accepted for credit
The following courses may be accepted for credit in the Department of Human Development and Applied Psychology. For course descriptions please see the relevant department's course listing.

CTL1003	Language Arts in Primary Education
CTL1004	Reading and Language Comprehension
CTL1400	Classroom Adaptation and Instructional Strategies
CTL1401	The Resource Consultant: Skills in Classroom Consultation (credit/no credit)
CTL1803	Research Seminar in Reading
CTL1880	Analysis of Instruction
CTL1921	Computer-Supported International Learning Environments
CTL3017	Reading in a Second Language

SOCIOLOGY AND EQUITY STUDIES IN EDUCATION

SOCIOLOGIE ET ÉTUDES DE L'ÉQUITÉ EN ÉDUCATION

(SESE)

The Department of Sociology and Equity Studie in Education offers a full range of areas of study leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. These areas of study offer students general training in Sociology in Education with a emphasis on equity issues. Particular focus areas include:

- Aboriginal and Indigenous Studies in Education
- Critical Pedagogy and Cultural Studies
- Critical Race and Anti-racism Studies
- Feminist Studies and Gender Relations in Education
- Learning, Work and Change

Faculty participate in several related interdepartmental specializations, collaborative programs and research centres, as well as the Midnorthern Centre in Sudbury, and the OISE/U initial teacher education program.

The Department is organized as a constitutiona democracy with a General Assembly and standing committees which provide for policy and decision-making in departmental programs selection of incoming students, etc. Our constitution is based on one person/one vote, and everyone in the Department (staff, faculty and registered students) has voting rights and welcome to participate in the running of the department.

GENERAL INFORMATION

•For information about **application** procedures and forms contact:
OISE/UT Registrar's Office,
Graduate Studies Admissions Unit, Room 485
Telephone: (416) 923-6641 ext. 2663/2664
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

•For information about **registration** contact:
Lynn Romero, Liaison Officer, Registrar's Offic
Graduate Studies Registration Unit, Room 485
Telephone: (416) 923-6641 ext. 2430
E-mail: lromero@oise.utoronto.ca

ACADEMIC INFORMATION

For further information on academic programs, contact:
Kristine Pearson, (416) 923-6641 ext. 2292
E-mail: kpearson@oise.utoronto.ca
OR
Paul Olson, (416) 923-6641 ext. 2287
E-mail: polson@oise.utoronto.ca
Website: www.oise.utoronto.ca/depts/sese

HAIRPERSONS AND COORDINATING ACULTY OF THE DEPARTMENT

andra Acker, Ph.D. (Chicago)
rofessor, and Chairperson of the Department, ross-appointed to the Department of Theory & olicy studies in Education
ender and education; work, cultures, and areers of teachers and academics; feminism nd educational policy and practice; sociology of ducation; higher education)
acker@oise.utoronto.ca

eorge J. Sefa Dei, Ph.D. (Toronto)
rofessor, and Associate Chairperson of the epartment, cross-appointed to the Department Anthropology, University of Toronto
nti-racism and domination studies; sociology race and ethnicity; international development; digenous knowledges; political ecology; hnography)
dei@oise.utoronto.ca

Paul Olson, M.A. (Princeton)
raduate Studies Academic Secretary, to whom rogram inquiries for this Department should be irected
ssociate Professor
ocial psychology; socialization; symbolic teractionism; quantitative and qualitative ethods; political sociology; theory; bilingual lucation; computer implementation; mparative education)
lson@oise.utoronto.ca

ACULTY

tephen Anderson, Ph.D. (Toronto)
ssociate Professor
lanned educational change; school nprovement, initial and inservice teacher evelopment; comparative and development lucation; program evaluation)
nderson@oise.utoronto.ca

athalie Bélanger, Ph.D. (Sorbonne)
ssistant Professor, jointly-appointed to the epartment of Curriculum, Teaching and earning and the Centre de recherche en lucation franco-ontarienne
ranco-Ontarian studies; sociology and history special education; inclusive education)
elanger@oise.utoronto.ca

Kathy Bickmore, Ph.D. (Stanford)
Assistant Professor, jointly-appointed from the Department of Curriculum, Teaching and Learning
(conflict and conflict resolution; social studies/geography; cross-cultural and comparative education; politics/social foundations of education for democracy/equity)
kbickmore@oise.utoronto.ca

Dwight Boyd, Ed.D. (Harvard)
Professor, cross-appointed from the Department of Theory & Policy Studies in Education
dboyd@oise.utoronto.ca

George E. Burns, Ed.D. (Toronto)
Head of the Midnorthern/Northeastern Centre, Sudbury
Associate Professor
(Aboriginal issues in education; policy, system and change process analysis with particular emphasis on relevance, equity, and excellence in education pertaining to Aboriginal children, youth and adults; critical pedagogy; school and community relations and development; student deviance)
gburns@oise.utoronto.ca

Kari Dehli, Ph.D. (Toronto)
Associate Professor
(feminist studies in education and educational policy; historical sociology and cultural studies; politics; power and subjectivity)
karidehli@oise.utoronto.ca

Margrit Eichler, Ph.D. (Duke)
Professor, cross-appointed to the Department of Sociology and University College, and Director, Institute for Women's Studies and Gender Studies, New College, University of Toronto
(feminist methodology; sustainability and social equity; family policy; new reproductive technologies; feminist eco-sociology)
meichler@oise.utoronto.ca

Laara Fitznor, M.Ed. (Manitoba)
Assistant Professor, Conditional, cross-appointed from the Department of Adult Education, Community Development and Counselling Psychology
(Aboriginal education: culturally relevant curriculum development and integration of Aboriginal perspective in education)
lfitznor@oise.utoronto.ca

Rose Baaba Folson, Ph.D. (Carol von Ossietzky University of Oldenburg)
Associate Professor
(theories and policies of migration; theories and everyday racism; international relations; civil moral code, sexuality and racism; feminist studies)
rfolson@oise.utoronto.ca

Michael Fullan, Ph.D. (Toronto)
Professor and Dean
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)
michael_fullan@oise.utoronto.ca

Edward B. Harvey, Ph.D. (Princeton)
Professor, jointly-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labour market; applied social research and policy analysis; employment equity)
eharvey@oise.utoronto.ca

Monica Heller, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department of Anthropology, University of Toronto and to the Centre de recherche en éducation franco-ontarienne
(Franco-Ontarian studies; linguistic anthropology of education; language, social inequality and social difference; sociology of language)
mheller@oise.utoronto.ca

Judy Iseke-Barnes, Ph.D. (Alberta)
Assistant Professor
(aboriginal education; culture and technology; anti-racist studies of education; culture and pedagogy)
jisekebarnes@oise.utoronto.ca

Helen Lenskyj, Ph.D. (Toronto)
Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies)
hlenskyj@oise.utoronto.ca

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor
(political economy and education; class analysis; learning and work; ideologies and consciousness; alternative futures)
dlivingstone@oise.utoronto.ca

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to the Department
Theory & Policy Studies in Education
(race, class and gender in historical sociology; women and colonialism, imperialism, and nationalism; feminist studies in education)
rrpierson@oise.utoronto.ca

Sherene H. Razack, Ph.D. (Toronto)
Associate Professor
(anti-racism studies; critical global and community issues; feminism; human rights; la
critical pedagogy; unions)
srazack@oise.utoronto.ca

Kathleen Rockhill, Ph.D. (California a Berkeley)
Professor
(feminist, postmodern, and cultural studies; theories as applied to the study of disability, race and sexuality; qualitative and autobiographically-based inquiry)
krockhill@oise.utoronto.ca

Njoki Nathani Wane, PH.D. (Toronto)
Assistant Professor
(gender, colonialism and development; indigenous knowledge practices; black feminism; anti-racist education)
nnathaniwane@oise.utoronto.ca

ASSOCIATED INSTRUCTORS

Wallace Seccombe, Ph.D. (Toronto)
(historical sociology; family studies; marxist political economy; gender and generational relations in comparative perspective)
wseccombe@oise.utoronto.ca

Dorothy E. Smith, Ph.D. (California a Berkeley)
Professor Emeritus
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)
dsmith@oise.utoronto.ca

DEPARTMENTAL FOCI

Faculty and student research and interests represent a variety of approaches to sociology in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five areas listed below as well as in the Interdisciplinary and Interdepartmental Foci and Collaborative Programs. Students are not required to stay within a single focus when selecting courses.

Aboriginal and Indigenous Studies in Education

This focus addresses current issues, trends, perspectives, and models of Aboriginal and Indigenous education through historical, cultural, spiritual, social and political philosophies and themes. Specific foci include examination of Aboriginal, Indigenous, and marginalized knowledge in global contexts and pedagogical implications for educational change; roles of schools, media, institutions, governments and historical and contemporary policy in producing conditions of constraint, images of Indigenous peoples, social and class differences; dominance, control politics, and social inequalities in regard to Aboriginal and Indigenous peoples.
Faculty include: George Burns, George Sefa Dei, Laara Fitznor, Judy Iseke-Barnes, Paul Olson, and Njoki Nathani Wane.

Critical Race and Anti-Racism Studies n Education

Courses in this program provide students with an ntegrative view of social difference (race, class, gender, disability and sexuality) and a critical reading of multiple social oppressions revealed n different sites and sources: schools, universities, local communities, media, law and cultural production. Faculty include: Dwight Boyd, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Monica Heller, Judy Iseke-Barnes, Helen Lenskyj, Paul Olson, Ruth Pierson, Sherene Razack, Kathleen Rockhill, Njoki Nathani Wane.

Critical Pedagogy and Cultural Studies

Core course: SES1956. Critical inquiry into the oles played by educational institutions in producing and maintaining cultures, symbolic dominance, and social inequalities; and analyses of alternative teaching materials and pedagogies intended to address and transform domination and inequality. Related courses are offered in the departments of Adult Education, Community Development and Counselling Psychology (AECDCP); Curriculum, Teaching and Learning (CTL); and Theory & Policy Studies in Education (TPS). Faculty include: Nathalie Bélanger, Kathy Bickmore, George Burns, Kari Dehli, George Sefa Dei, Laara Fitznor, Monica Heller, Judy Iseke-Barnes, Helen Lenskyj, David Livingstone, Roxana Ng, Paul Olson, Sherene Razack, and Kathleen Rockhill.

•Feminist Studies and Gender Relations in Education

Relevant courses: SES1981 (core course for this focus) and SES1987 (core course for the M.Ed. in Gender Equity). Gender studies in the family, school, and workforce; feminist practice; gender, class, race, language, and cultural and biological reproduction; social history of women and women's education; feminism and feminist historiography. Note that other courses offered by feminist faculty, but not listed in this focus, may be taught from a feminist perspective.
Faculty include: Sandra Acker, Dwight Boyd, Kari Dehli, Margrit Eichler, Edward Harvey, Monica Heller, Helen Lenskyj, Roxana Ng, Ruth R. Pierson, Sherene Razack, Kathleen Rockhill, and Dorothy Smith.

•Learning, Work and Change

This focus is devoted to teaching and research about the interrelations of learning, paid/unpaid work, social, workforce training, and educational change. Courses offer theories and methods for understanding political, economic and ideological forces associated with educational and workplace change. Some representative themes include: influences of social class, gender, ethnicity and generation on learning practices and work opportunities; impacts of technological changes on labour markets, labour processes and training programs; school and community relations; teachers' work and educational innovation; and problems of underemployment and the future of work.
Relevant courses: SES2942 (core course), SES1951, SES2911, SES2912, SES2913, SES2915, SES2940, SES2941, SES3950, SES3951. The Department of Adult Education, Counselling Psychology and Community Development courses in the Workplace, Learning and Change specialization which offer sociological perspectives may also be considered for credit. This focus is closely related to the interdisciplinary research focus in Learning and Work (see page 226). Faculty

include: David Livingstone (coordinator); Sandra Acker; Stephen Anderson; Nathalie Bélanger; George Burns; Kari Dehli; George Sefa Dei; Rose Baaba Folson; Edward Harvey; Paul Olson; Wally Seccombe and Njoki Nathani Wane.

CENTRES

Three special interest research centres are presently based in the Department: the Centre for Integrative Anti-Racism Studies, the Centre for the Study of Education and Work, and the Centre for Independent Visual Media and Education (see brief descriptions below). Through its faculty, the Department also maintains close associations with two externally-based centres at OISE/UT: the Centre for Women's Studies in Education and the Centre de recherches en éducation franco-ontarienne. For more detailed information about these and other OISE/UT research and field centres, see pages 228 - 237 of the Bulletin.

•The Centre for Integrative Anti-Racism Studies (CIARS).
This Centre was established in the 1996/97 session, bringing together faculty and students whose research interests and political commitments are in anti-racism. The Centre provides a supportive research environment, linking communities of colour, marginalized communities, and the university in a pursuit of social justice. The mandate of CIARS, namely, the fostering of interdisciplinary anti-racism studies in education, embraces a broad view of education, defined as how individuals and communities come to know the world and act within it. Students and faculty working in the field of anti-racism are deeply committed to an integrative view: all systems of oppression are interlocked and a study of one such system, racism, necessarily entails a study of class exploitation, sexism, ableism, and heterosexism. Faculty members listed under the Critical Race and Anti-Racism Studies in Education focus are involved with this Centre, as well as some faculty from other departments such as Shahrzad Mojab and Kiran Mirchandani from AECDCP.

•Centre For The Study of Education And Work
The Centre for the Study of Education and Work conducts research and policy studies which document relations between informal learning/schooling/further education and paid/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. The centre is associated with the SSHRC-funded national research network for New Approaches to Lifelong Learning (NALL), as well as with the interdepartmental research focus on Learning and Work and the departmental focus in Learning, Work and Change.

•The Centre for Independent Visual Media and Education (CIVME)
The purpose of this centre is to establish links with the fast expanding network of film/video artists, cultural workers, activists, teachers, preservice and graduate students, within and beyond the academy, who use experimental visual forms as a site for political critique, resistance, and change. As there are close connections between critical theory and cultural studies, as well as equity studies more broadly, CIVME attempts to examine these interdisciplinary strands through visual experimental art. Working in collaboration with other groups, CIVME organizes and curates educational events featuring film and video viewing along with panel discussions.

INTERDISCIPLINARY RESEARCH FOC

The following foci are fully described in the Graduate Interdisciplinary Research Foci section, pages 224 - 227.

•Études en Français
Le Département de sociologie et d'études de l'équité en éducation participe à un programme de cours à distance intitulé "Études franco-ontariennes en éducation" offert par le Département de curriculum, d'enseignement et d'apprentissage, dont la langue d'enseignment est le français. Ce programme multidisciplinair mène au diplôme de M.Ed. La clientèle étudian de Toronto peut aussi suivre ces cours. Vous trouverez la description en français des cours sociologie qui font partie de ce programme dan la liste des cours qui suit. Pour de plus amples renseignements, prière de consulter la rubriqu "Études en français" (voir page 225).

•Critical Pedagogy and Cultural Studie
See the Graduate Interdisciplinary Research Foci section, pages 224 - 225.

•Learning and Work
See the Graduate Interdisciplinary Research Foci section, page 226.

INTERDEPARTMENTAL SPECIALIZATIONS

The following specializations are fully described in the Interdepartmental Graduate Specialization section, pages 219 - 223.

Aboriginal Education

This interdepartmental specialization focuses on issues and perspectives in Aboriginal Education. It is taken as part of the student's program within the Department of Sociology and Equity Studies in Education. Three courses in Aboriginal Education and additional methods course are required as part of student programs. Courses are to be selected from a list (see page 220) from Sociology and Equity Studies in Education (SESE), Adult Education, Community Development and Counselling Psychology (AECDCP), and Curriculum Teaching, and Learning (CTL). Associated SESE faculty are: George Burns, Laara Fitznor, Judy Iseke-Barnes and Paul Olson.

For more information on this area, contact:
Dr. Judy Iseke-Barnes, Assistant Professor
Telephone: (416) 923-6641 ext. 2726
Fax: (416) 926-4751
E-mail: jisekebarnes@oise.utoronto.ca)
OR
Dr. George Burns, Head
Midnorthern Native Focus Centre
31 Tuddenham Avenue
Sudbury, Ontario P3C 3E9
Telephone: (705) 674-8442
Fax: (705) 671-1582
E-mail: gburns@oise.utoronto.ca

Gender Equity in Education

This interdepartmental specialization focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's main program within the Department of Sociology and Equity Studies in Education. One course on Gender Equity in the Classroom is required. Two other courses are to be selected from a list of courses from various programs. The Centre for Women's Studies in Education (CWSE) coordinates the specialization.

For more information on Gender Equity in Education, contact:
Caralee Price at CWSE
Telephone: 923-6641 ext. 2204
E-mail: cprice@oise.utoronto.ca
Website:
www.oise.utoronto.ca/projects/inclusive

COLLABORATIVE PROGRAMS

•Comparative, International, and Development Education

This focus is fully described in the section on the Collaborative Graduate Degree Programs, pages 216 - 217. Core course: CTL 6000 (offered in the Department of Curriculum, Teaching and Learning can be counted for Sociology and Equity Studies). Faculty include: Stephen Anderson, George Burns, George Sefa Dei, Rose Baaba Folson, David Livingstone, Paul Olson and Njoki Nathani Wane. Applicants must contact the Program Coordinator in advance of submitting their application to the Registrar's Office. They should also forward **one copy** of their application to him.

For more information on this program, contact:
Joseph Farrell
Collaborative Program Coordinator
E-mail: jfarrell@oise.utoronto.ca
(416) 923-6641, ext. 2361

•Environmental Studies

Students in the Department of Sociology and Equity Studies in Education can participate in the Collaborative Environmental Studies program. For complete details on the program, please see pages 217 - 218.
Departmental contact person:
Njoki Nathani Wane
(nnathaniwane@oise.utoronto.ca)

•Women's Studies (GCWS)

The departments of Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education participate in the University's Collaborative Graduate program in Women's Studies (GCWS). All programs of study should be planned in consultation with the Graduate Women's Studies Program Coordinator, Kay Armatage (978-8572), or the departmental representative for this program, Margrit Eichler. Further information is available on page 218 of this Bulletin and from the School of Graduate Studies Calendar.

DEGREE PROGRAMS

The programs leading to M.Ed., M.A., Ed.D., or Ph.D. degrees may be undertaken as follows:

The M.Ed. Degree may be pursued on a full-time or part-time basis under either Option II (eight half-courses and a Major Research Paper (MRP) or under Option III (six half-courses and a thesis).

The M.A. degree may be pursued full-time or part-time and requires a thesis.

Note that although Ed.D. students may begin their studies on a part-time basis, they must register full-time for a minimum of two consecutive sessions, not including summer, of on-campus study and then maintain continuous registration full-time subsequently until all degree requirements are completed.

Ph.D. students must maintain full-time status throughout their degree program. (See Minimum Admission, Program and Degree Requirements section, pages 26 - 34).

Both the Ed.D. and the Ph.D. require a dissertation but the Ph.D. requires, in addition, a comprehensive examination.

The number of courses which must be taken in the department will vary by the type of program (Ph.D., M.Ed., etc.). The minimum number of half courses which must be taken in SESE is listed in the table below. Students are free to take all their courses within the department but may also take courses in other OISE/UT departments, elsewhere in the University of Toronto School of Graduate Studies, or - with permission - at another accredited university graduate program.

Program	Total # of courses required	Minimum # of courses in SESE required
M.Ed.	6 half-courses	3 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
M.A.	6 half-courses	4 half-courses
	8 half-courses	4 half-courses
	10 half-courses	5 half-courses
	12 half-courses	6 half-courses
Ed.D.	8 half-courses	4 half-courses
	9 half-courses	5 half-courses
	10 half-courses	6 half-courses
	12 half-courses	6 half-courses
Ph.D.	6 half-courses	4 half-courses
	8 half-courses	6 half-courses
	10 half-courses	8 half-courses
	12 half-courses	8 half-courses

The Department offers courses off-campus as well as in distance mode to serve students in localities outside Toronto. Off-campus students typically complete their program by enroling in courses on-campus during the summer and/or b enroling as full-time students during a Fall Session and a Winter Session, consecutively. Information about off-campus and on-campus courses to be offered in the 2000 Summer Session and the 2000 Fall Session and 2001 Winter Session will be noted in the "Graduate Studies Course Schedule", available from the Registrar's Office, Graduate Studies Registration Unit, OISE/UT.

Incoming students in all programs should consult, by telephone, in person, or by e-mail, their assigned advisor (please note that a student's faculty advisor does not necessarily serve as his or her thesis, dissertation or MRP supervisor) prior to selecting courses for their program of study. Incoming students may also make enquiries regarding their course selection from the Liaison Officer in the Registrar's Offic Graduate Studies Registration Unit, OISE/UT. Although there are no required courses, it is recommended that new students take appropriate courses in methods and theory as well as a core course in their preferred focus area or areas. Master's level students are strongly encouraged to take a methods course at the SES1900 level and doctoral students at the SES3600 level. Students with little background in sociology in education are strongly encouraged to take SES1900, SES1901, SES1904 or SES1906.

Course outlines are available for consultation in the Department. To help students articulate and focus their intellectual concerns, the Department offers:

- a designated faculty advisor for each student (assigned to the student upon admission)
- a supervisor (to be recruited by the student) for theses, dissertations and MRPs
- independent study and research courses
- access to related courses in other graduate departments
- course outlines and evaluations
- a speaker's series
- the Sociology and Equity Studies in Education Handbook which includes information about departmental and OISE/UT organization, facilities, and resources. The Handbook is distributed by the department at its orientations and is available from departmental staff.
- notices and information sent over e- mail through the departmental newsgroup, "soc-list"
- workshops on particular topics such as writing thesis proposals

n addition, some faculty members run thesis support groups for their students.

DEPARTMENTAL ADMISSION REQUIREMENTS

The Department welcomes applicants with diverse but relevant backgrounds. M.Ed. and Ed.D. applicants must have the equivalent of welve months professional experience. Ph.D. andidates who are admitted without sufficient previous study in sociology or a cognate discipline may be required to take a lengthier program of study, as will M.A. candidates without a four-year bachelor's degree.

NOTE: For further information, contact the epartment to see M.A./Ph.D. Admissions Policy & II.

n addition to the general requirements for dmissibility as outlined in the Minimum dmission, Program and Degree Requirements ection (pages 26 - 34), applicants are required o submit the following:

) a careful statement of intellectual interests and concerns relevant to sociology and equity studies in education as well as reasons for undertaking a program here in the Department;

b) two letters of reference, preferably from university instructors with whom the applicant has studied or worked;

c) at least one sample of written work in the social sciences

Incomplete applications may be subject to processing delays or rejection.

COURSES

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Courses listed in French are generally taught in distance mode. SES1900 to 2999 courses are generally intended for the master's level (please note that all of these courses are also available to doctoral students). SES3900-3999 courses are designed specifically for doctoral programs.

NOTE: The "*Graduate Studies Course Schedule*", available from the Registrar's Office, Graduate Studies Registration Unit, Room 4-485, will record full descriptions of the 2000/2001 Special Topics in Sociological Research courses (SES2999 at the master's level, and SES3999 at the doctoral level).

SES1900H Introduction to Sociology in Education

An examination of the possibilities, promises, and problems with which sociological perspectives can enliven and enrich the understanding of the educational process. This course provides an introduction to and integration of theoretical and practical aspects of sociology in education.

P. Olson

SES1900H Introduction la sociologie de l'éducation

Ce cours a pour but d'examiner les possibilités, les promesses et les problémes avec lesquels les perspectives sociologiques peuvent animer et enrichir la compréhension du processus éducatif. Il fournit une introduction aux aspects théoriques et pratiques de la sociologie de l'éducation, et leur intégration.

N. Bélanger

SES1901H Basic Concepts in Sociology in Education

An introduction to basic, widely known concepts in sociology in education. Concepts covered will include many of the following: social order, social structure, status/role, culture, normative order, norms/rules, social action, social facts, sex/gender, race/racism, class, rationality, ideology, power, and authority.

Staff

SES1902H Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.

P. Olson

SES1903H Sociological Survey Research Methods in Education

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.

P. Olson

SES1904H Sociological Theory in Education

This course examines classical sociological theory through the works of Marx, Durkheim, and Weber. Beginning with an extensive coverage of the writings of Marx and Engels, discussion in the course will focus on 19th and 20th century social and economic history and the consequences of social thinking as it relates to the history of ideas, the formation of the modern world and the emergence of society as an object of knowledge. Students will be expected to develop critical readings of texts which draw upon the disciplines of philosophy, politics, science and education. Some attention will be given to contemporary Neo-Marxist debates (e.g., Benston, Smith, Althusser, Poulantzas, Laclau, Gramsci, etc.). And to selected problematics in postmodern social thought (e.g., Foucault, Bourdieu, Habermas, Seidman, etc.).

Staff

SES1905H Qualitative Approaches to Sociological Research in Education

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports) will be covered. Students wi do a small project using techniques of interviewing and participant observation. Issue such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.

S. Acker, M. Heller and staff

SES1906H Theoretical Approaches in Sociology and Equity Studies

The course reviews selected theoretical frameworks drawn in the major foci of the department and concerned with the application of theory in sociology and equity studies in education. The course will lay a basis for the students' selective participation in department foci and will seek to build a critical awareness c their significance in research contexts.

Staff

SES1907H L'éducation multilingue et multiculturelle: l'analyse sociologiqu

Ce cours est traité comme un séminaire: l'emphase est mise sur le développement des structures analytiques l'intérieur desquelles o peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la sociét canadienne contemporaine. L'on accordera u attention particuliére au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'au questions relatives l'institution des politiques. Parmi les sujets qui seront discutés, on comp les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulirement en ce qui concerne la langue, l programmes scolaires et les enseignants.

M. Heller

SES1909H Eco-Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings.

M. Eichler

SES1910H The Social Organization of Knowledge

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form - news, data, ecords, etc. - through which we know the world at "second hand". The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is ritical in explicating these as ideological processes integral to the power relations of ontemporary society.
Staff

SES1911H Sociologie de l'éducation pecialisee

Ce seminaire a pour but d'explorer, d'un point de ue sociologique et historique, et grace a un nsemble de donnees theoriques provenant ussi bien de France, d"Angleterre que du Canada, la mise en place de l'education pecialisee. Cette forme d'education, onstituee dans le but de repondre aux "besoins" 'eleves designes comme "speciaux", eut son eure de gloire a une epoque donnee, soit avant u'emergent les courants d'integration et 'inclusion scolaire. La situation des ecoles de angue francaise en Ontario sera egalement nalysee au regard de cette question.
I. Bélanger

ES1920H Sociology of Minority roups and Equity in Education

his course reviews the historical development f different forms of inequality (e.g., gender, ace, class, ability) in Canada. Based on this eview and students' experiences, it explores ays in which these inequalities can be ddressed educationally.
taff

ES1921Y The Principles of Anti-acism Education

he first half of the course provides a theoretical nalysis of anti-racism and anti-oppression ducation and issues for students, educators, nd staff interested in the pursuit of anti-racism nd anti-oppression education in the schools. he second half focuses on practical anti-racism rategies aimed at institutional change in chools, classrooms, and other organizational ettings. The intention is to ground theoretical principles of anti-racism education in the actual school practices of promoting educational inclusion, social change and transformation.
G.J.S. Dei

SES1922H Sociology of Race and Ethnicity

This seminar reviews selected sociological theories and perspectives on race and ethnicity. The emphasis is on emerging debates and investigations on the interrelation of race, gender, and class in the construction of social and historical realities and identities. It explores the implications of these advances for curriculum and pedagogical practices.
Prerequisite: SES1920H or permission of instructor.
G.J.S. Dei

SES1923H Racism, Law and Radical Education

This course will focus on the issues that arise for activists when engaged in educational and organizational anti-racist initiatives. The context is law. The course examines race critiques of law in terms of the theories of identity, racism and oppression contained within them. It then addresses the organizing and educational issues that emerge from various strategies for social change considered in law.
An important activity of the course is the exploration of Canadian anti-racist initiatives. Since much of the readily identifiable reading material on race critiques of law is American, students will be encouraged to pursue a specifically Canadian focus in their research and presentations.
S. Razack

SES1924H Modernization, Development, and Education in African Contexts

An exploration of the issue of modernization and development in African contexts and the impact on education and educational reforms. It examines various theoretical conceptions of the socioeconomic development process and the role of formal and popular educational programs within that process. There is a special emphasis on the impact of international finance capital and the World Bank's economic adjustment policies and programs on Africa's educational reforms. Among the specific topics covered are social

aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.
G.J.S. Dei

SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications

This seminar will examine Indigenous and marginalized knowledge forms in transnational and global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes 'valid' knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of Indigenous knowledge forms; questions of power, social difference, identity, and representation in Indigenous knowledge production; the political economy of knowledge production; Indigenous knowledges and science education; Indigenous knowledge and global knowledge; change, modernity, and Indigenous knowledges. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications.
G.J.S. Dei

SES1926H Race, Space and Citizenship: Issues for Educators

Drawing on recent scholarship in critical race theory, law, critical geography, history and cultural studies, on how spaces are constituted by and constitute social relations, this course will explore the issues that arise for educators who wish to consider the production of racial subjects in the making of Canada. The course addresses a central question: How can subordinate groups contest the racialized and gendered structure of Canadian citizenship through educational practices when to do so is to call into question the dominant group's sense of self? To explore this question through interdisciplinary scholarship on race and space, the course will work with the narratives that each region of Canada tells about itself. We will examine the specific pedagogical sites, where the nation teaches its citizens who they are (sites of cultural production and popular culture political discourse and schools) and consider th educational practices required to interrupt the production of a raced structure of citizenship.
S. Razack

SES1950H Student Deviance, Resistance, and Educational Transformation

This course deals with theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure, as well practical issues of typification, classroom orde streaming, discipline, special education, schoo violence and child abuse and child abuse prevention. The course will place a particular emphasis on kinds of deviance and resistance theories of deviance, mechanisms of social control, the processing of deviance, measurements of deviance, and the social distribution of deviance in schools and society The course will also focus on violence free school policies and practices; school codes of behaviour, school discipline, and student suspension policies and practices; and antiracist and ethnocultural equity policies and practices, including those pertaining specifica to the Aboriginal peoples.
G.E. Burns

SES1951H The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discu the ways in which different notions of "community" and forms of diversity have been employed by parents, teachers, administrator trustees and others in struggles over the form content, and outcomes of schooling. Students are encouraged to draw on their own experien as parents, teachers, students, trustees and/ community activists. The course offered through Distance Education mode by G.E. Bu will place a particular emphasis on Native issu in education, including greater Native control Native education; Native advisory committees

e Native trusteeship; Native educational uthorities; second level of service; Native clusiveness, Native relevance, excellence and quity in Native education; and First Nations ition agreement schooling.
Bélanger, K. Dehli (on campus) and G.E. urns (off-campus)

ES1951H L'École et la communauté

ans plusieurs pays, et notamment au Canada, es réformes éducatives sont entreprises afin e rendre les administrations scolaires plus tonomes, davantage responsables et devalbes face aux communautés. En ce sens, communauté, notamment au travers de ction des parents, est invitée jouer un role cole. Cette situation est issue de la critique un modéle scolaire considéré trop uniforme, u enclin répondre des situations particuliéres inapte remplir son role en ce qui concerne la nsmission des savoirs de base jugés oritaires. Cependant, certains voient dans tte--mise en marché de l'éducation--, un nple role d'apparat pour les parents et le retour schéma compétitif entre les éléves. Prenant compte ces tensions et représentations férentes au sujet du role de l'école, ce minaire a pour but d'examiner, gr,ce des xtes riches aussi bien du point de vue éorique qu'empirique, les liens qui unissent cole et la communauté.
Bélanger

ES1952H Langue, culture et lucation

lien entre l'usage linguistique, les rapports ciaux, la culture et l'éducation, l'intérieur mme l'extérieur des écoles, sera examiné on l'approche anthropologique de hnographie de la communication. La premiére rtie du cours sera consacrée l'étude des ractéristiques et des origines des différences turelles dans la façon de s'exprimer l'oral et crit, et de mÍme que le comportement adopté ns l'interaction sociale. La deuxiéme partie a consacré l'étude des conséquences de ces érences culturelles en ce qui a trait au dement académique et au développement guistique des éléves en situation ltilingue/multiculturelle. Finalement, nous aminerons l'utilité de l'approche nographique comme méthodologie de herche et comme outil ou méthode pédagogique. Le cadre théorique et méthodologique établi dans ce cours servira l'examen des problémes de l'éducation franco-ontarienne.
M. Heller

SES1952H Language, Culture, and Education

The anthropological perspective of the ethnography of communication will be adopted to study the relationship between language use, social relations, culture and learning in and out of schools. The course will deal with the nature and origin of cultural differences in language use and patterns and social interactional styles; with the consequences of those differences for school performance; and with the usefulness of the ethnography of communication as both a research and a pedagogical tool in the development of curricula and teaching practices that account for such differences. The ethnography of communication will also be interpreted in the light of political economic perspectives on the issue of sociolinguistic diversity and educational success.
M. Heller

SES1953H Teaching Conflict and Conflict Resolution: Politics and Practice

This seminar applies sociological perspectives to the practical problem of teaching young people (and giving young people opportunities) to handle interpersonal and social conflict. Participants will bring their own experience to bear on the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, school governance, and school social relations. Our focus will be less on "how to" manage conflict resolution education, and more on analyzing where and how various kinds of education about conflict "fit" in (and challenge) the regularized business of schooling. Although our emphasis will be on school-based socialization and opportunities to learn, we will examine the relationships between school experience and other cultural, political, and social-structural influences. The seminar is intended as part of a program of study in Critical Pedagogy and Cultural studies, or Policy and Practice in Education.
K. Bickmore

SES1954H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.
S. Razack

SES1956H Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.
K. Dehli

SES1957H Theorizing Disability

In this course, we consider how major life debates about euthanasia, abortion, and the uses of drugs and technologies to extend the boundaries of the body and its capacities are related to the social, cultural and spatial conventions and practices that provide the ground of performative possibility in everyday life. Theories of the body, of normalcy, of the subject, and of the production of 'differences' are worked in relation to the category of disability as it is currently being mobilized by disability activists. The disabled body, as an 'unruly' body, serves as a site of disciplinary practices, of social de/valuation and cultural enfreakment, raising central questions for theorizing how some bodies come to matter and others do not.
K. Rockhill

SES1958H Cultural Narratives in Cyberspace

Cyberspace can be defined in many ways. What are the metaphors which define it? What are the discourses that emerge there? How are these produced in cultural negotiations? This course examines cyberspace as a site of cultural production and as a potential site of both retrenchment and resistance to hegemonic understandings of culture. Issues of identity and cultural politics will be examined in regard t cyberspace interactions. Literature from postcolonial and cultural studies, poststructuralist and feminist orientations will provide theoretical orientations in examining cyberspace.
J. Iseke-Barnes

SES1980H Reproductive Technologies and Education

This course will briefly explore the social histor of biological/human reproduction and focus on the recent developments in the new reproducti technologies. Particular attention will be paid t the social aspects of the new technologies and arrangements (such as the commercialization and industrialization of human reproduction, ar judicial interventions in pregnancies and deliveries) and to the consequences of these developments for education, women, men, children, and society at large.
M. Eichler

SES1981H Feminist Scholarship and Education

The core course of the feminist focus introduc a range of thinking and methods in feminist thought relevant to sociology. It will focus on t development of feminist theory and practice th are central to feminism as it is taught in this department.
Staff

SES1981H L'éducation et la sociolog de la femme et des rapports entre les sexes

Ce cours traite des rapports sociaux actuels entre les femmes et les hommes, au foyer, au travail et au sein des institutions éducationnelles, selon les thèmes suivants: l socialisation aux rôles déterminées par le sex les inégalités d'emploie, les études comparatives portant sur la socialisation de l'enfant et l'impact du féminisme sur la théorie la pratique éducationnelles et sociologiques. Ces thèmes pourront toutefois varier selon le professeur.
Membre de la faculté à déterminer

SES1982H Women and the Educational System

his course examines the impact of the changing ituation of women in society on educational rocesses and curriculum. Among topics overed are gender, biography, and educational xperience; patterns of educational access and chievement; gender as an organizing principle n school and classroom practices and peer elations; teachers' careers; women's studies; eminist agendas and strategies for change.
. Acker (on-campus) and H. Lenskyj (on- and ff-campus)

ES1983H Gender, Race and Historical ociology

his course will introduce students to a variety of pproaches to sociological historical nvestigation and to debates surrounding the npact of postmodern concepts, the shift from omen's history to gender history, and the xtent to which gender has or has not been tudied as mutually constitutive of the ategories of class, race, sex, and sexuality.
.R. Pierson

ES1985H Women's Learning, Women's ealth Movements, and the Health rofessions

he course will investigate recent social change ovements in North America and internationally at have focused on women's health, broadly efined. Various feminist analyses of women's earning and women's health will be evaluated, ith particular attention to factors such as social ass, race/ethnicity, and sexuality. In xamining women's health and the implications r women's learning, the course will include scussions of reproduction, sexuality, violence, ental health, body image, and recreation. ommunity education and development itiatives in these areas will be evaluated. nally, health professionals' responses to omen's health movements, and the implications r women in the health professions, will be vestigated.
. Lenskyj

ES1986H Women, Education and eadership: Feminist Perspectives

his course will examine feminist critiques of ndrocentric leadership and investigate feminist ternatives that challenge oppressive social actices, systemic misogyny, racism, homophobia and socio-economic inequality in fields such as nursing, teaching, social services and recreation.
H. Lenskyj

SES1987H Gender Equity in the Classroom

The core course within the M.Ed. in Gender Equity, this course examines the "ordinary" and invisible ways in which inequalities are produced. The classroom is the setting in which people are shaped, including teachers. It is always a dynamic situation. The inequalities in the classroom reproduce the inequalities in society. But the classroom dynamics of inequality have properties and consequences of their own. They are part of the society and part of the making of its future and the future of its participants. Schools reproduce inequalities of gender, race, and class. This course has the objective to help us become conscious of the dynamics of inequality in the classroom and to envisage strategies for change. It focuses primarily in gender inequality, but will also examine how much there is to be learned using the same methods of the dynamic of racial inequality.
Staff

SES2910H Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy.
M. Eichler

SES2911H Practical Problems in Educational Innovation

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
S. Anderson .

SES2912H Teachers' Work: Classrooms, Careers, Cultures and Change

This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set in the context of the social role of education and of contemporary social and educational issues and debates.
S. Acker

SES2913H Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.
E.B. Harvey

SES2914H Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.
H. Lenskyj

SES2915H Managing Educational and Employment Diversity

Demographic and social changes have dramatically altered Canada's workforce and school populations. By the end of the century, over 85 percent of new workers will be women, members of racial minorities, including those of Aboriginal origin, and persons with disabilities. This course will analyse issues of equality of opportunity in employment and education. It will examine practical strategies for achieving needed changes and effectively valuing and managing the increasing diversity of our work and training institutions.
E.B. Harvey

SES2940H Rethinking Materialism and Education

The core course of the political economy of education focus, which introduces the range of perspectives, methods, and concepts in materialist thought. Both the historical development of Marxism and diverse current applications will be illustrated. Topics will include: assessments of Marx's method of inquiry, dynamics of capitalist production, clas relations and class consciousness, contemporary Marxist approaches to educatio and current challenges to Marxism. Emphasis throughout will be on the applicability of Marxis modes of analysis to the study of educational theory and practice.
D.W. Livingstone

SES2941H Social Stratification and Education

Study of the construction of class and gender systems of stratification in workplace, household, and community spheres, and the influence of such forms of stratification on educational processes, as well as the roles of schools and teachers in reproducing and changing these social forms. The extent of economic and educational opportunity and mobility in Canada and other industrial societi will be assessed.
D.W. Livingstone

SES2942H Education and Work

An introduction to critical contemporary studi of relations between the realms of learning an work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and communit service work. Special attention will be devote to the connection between underemployment and lifelong learning.
D.W. Livingstone

SES2943H Ideologies, Public Opinio and Policy-Making in Education

The course begins with a general analysis of ideologies and their relations to social practic and an examination of ideologies and ideolog domination in contemporary Canada. Resear methods of understanding social concerns - including surveys and discussion groups - ar then assessed, followed by a critical comparative review of recent research on th social and educational concerns of Canadiar

and other peoples. Then major educational policy ssues of common student interest will be studied collectively in terms of the relations between public attitudes and policy-makers' decisions.
D.W. Livingstone

SES2970H Countering Myths About Aboriginal People through Multiple Medias
Myths about Aboriginal peoples are produced in cultural forms and cultural practices. Cultural productions which replicate and reproduce these stereotypic images include media, film, photography, newspapers and other written exts. This course will endeavor to dispel these myths through careful, critical, and multiple eadings of 1/papers and books which produce hese myths or provide alternatives to these myths; 2/ the Royal Commission on Aboriginal Peoples Report; 3/selected films which provide ccess to these myths and counter them hrough integration of story, sound and image; nd 4/ selected locations on the Internet where myths are produced and countered. This course will draw upon literature in Aboriginal education, eminist studies, postcolonial and cultural tudies, and anti-racist studies.
. Iseke-Barnes

ES2998H Individual Reading and esearch in Sociology and Equity tudies in Education: Master's Level
pecialized study, under the direction of a staff member, focusing on topics of particular interest o the student that are not included in available ourses. This study may take the form of a eading course combined with fieldwork in ommunity groups and organizations, or dependent study of any type. While credit is ot given for a thesis investigation proper, the udy may be closely related to a thesis topic.
taff

ES2999H Special Topics in ociological Research in Education
ourses that will examine in depth topics of articular relevance not already covered in gular course offerings in the department. The pics will be announced and described in the chedule of courses.
taff

SES3900H Advanced Issues in Sociological Research Methods in Education
This course focuses on the uses and techniques of sociological methods in actual research projects and problems. The course will blend both quantitative and qualitative methods and discuss their relevance to theory, interpretation, and philosophy of science. It will be especially appropriate for students undertaking doctoral work. Students will be expected to discuss in class their own research problems. The class will consider the strengths and pitfalls of alternative research approaches and the data they generate.
Staff

SES3901H Research Seminar: Theoretical and Methodological Problems in Advanced Historical Sociological Research in Education
This course will provide students who are at the stage of thesis writing with the opportunity to explore and discuss questions of research methods and problems of theorization.
R.R. Pierson

SES3902H Advanced Studies in the Social Organization of Knowledge
This course addresses basic issues in the problem of social order from a social organization of knowledge standpoint, with particular attention to the methodological and theoretical resources of ethnomethodology, phenomenology, hermeneutics, and ordinary language philosophy. Topics will change from year to year, but may include differences between the natural and the human sciences; the nature of rules; the conceptions of context; conceptions of culture; civility and morality in interaction; analytic-hermeneutic vs. cognitive models of the actor; etc.
Staff

SES3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education
This advanced graduate seminar will examine multiple scholarly approaches to researching race, ethnicity, difference and anti-racism issues in schools and other institutional settings. It begins with a brief examination of race and anti-racism theorizing and the exploration of the history, contexts and politics of domination studies in sociological and

educational research. The course then looks at ontological, epistemological, and ethical questions, and critical methodological reflections on race, difference and social research. The course will focus on the ethnographic, survey and historical approaches, highlighting specific qualitative and quantitative concerns that implicate studying across the axes of difference. We will address the issues of school and classroom participant observation,; the pursuit of critical ethnography as personal experience, stories and narratives; the study of race, racism and anti-racism projects through discourse analysis; and the conduct of urban ethnography. Through the use of case studies, we will review race and anti-racism research in cross-cultural comparative settings and pinpoint some of the methodological innovations in social research on race and difference.
Prerequisite: SES1922H or permission of instructor.
G.J.S. Dei

SES3912H Race and Knowledge Production: Issues in Research

As a doctoral level course for students who already possess some familiarity with postmodern, feminist, or post- colonial theories, the course will consist of readings that explore the following two questions: How is knowledge production racialized? How can intellectuals challenge imperialist and racist systems through their research and writing? The course examines: colonialism, imperialism, and gender; researching everyday racism; racism and education; racial knowledge and the disciplines, and writing as resistance.
S. Razack

SES3920Y The Politics of Representation and Pedagogies of 'Difference'

Representation can be thought of as the shimmering slip between 'the real' and 'the known', the self and the social. In this course, we explore how 'insurgent' representational practices work to interrupt the assumptions of truth, of 'the normal' and of normalized bodies, that form the ground of pedagogical practice. Through the viewing of 'independent' film and video, we consider the politics of identity and the representational strategies that have been used to challenge conventions of race, sexuality, ableism and class. Drawing upon the literature of cultural studies, we focus upon implications for teaching and learning about how 'difference' is inscribed through signifying and reading practices of identification and disidentification.
K. Rockhill

SES3921H Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is on race and ethnic relations, the course also examines how these intersect with questions of gender and class.
M. Heller

SES3922H Analysing Classroom Discourse

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, an in, discourse. Particular attention will be paid to conversation analysis.
M. Heller

SES3930H Advanced Seminar on Feminist Methodology and Education

This course explores methodological and ethica issues surrounding non-sexist or feminist research. It examines concrete samples of wo using a feminist approach, and the research problems associated with such an approach. Students conducting feminist research (howev defined) are encouraged to use this course to work through some of their research problems.
Prerequisite: SES1981H, SES1982H, SES1983H, or permission of instructor.
M. Eichler

SES3931H Feminism and Poststructuralism in Education

In this advanced theory course we will debate some of the key questions raised by feminist poststructuralist writers. These include the nature of power and the subject; the workings discourse; and the status and effects of knowledge. Detailed consideration will be give to feminist poststructuralist accounts of educational practice and feminist pedagogy.
Prerequisite: SES1981H or permission of instructor.
K. Dehli

SES3932H Contemporary Perspectives on Women and Higher Education

This course enables students to take a close ook, from a sociological perspective, at gender elations in higher education. The focus will be on women students and faculty members in universities and colleges, although it is understood that gender operates in tandem with ace, class, age, sexual orientation and other sources of identity and positioning. We will consider questions of access, representation, experience, and career; look at efforts to alter curriculum and pedagogy in accordance with deas about women's needs or feminist process; and review feminist and other critiques of the purposes and cultures of the university. Specific topics such as student cultures, thesis supervision, sexual harassment, the "chilly climate", and so forth will be taken up through eadings and student presentations.

S. Acker

SES3940H Key Issues and Principles n Managing Change

his course examines the dynamics of change in educational and social organizations and programs. The emphasis is on understanding the process of change in organizational contexts, and on deriving principles for managing change. Change theory and management are considered rom various perspectives: chaos and omplexity theory in social organizations; esearch on the implementation of educational olicies and programs; conceptions of and esearch on organizational culture; and research n the relationship of organizations to their xternal environments. The course is suitable for eachers, school administrators, consultants, nd other individuals interested in understanding nd influencing the process of change. Each lass member is expected to become involved in ome practical problem of ducational/organizational change of his or her hoosing as an experience to increase nderstanding in dealing with real change ituations.

rerequisite: SES2911H, or permission of the nstructor.

. Anderson

ES3942H Innovations in Education: A omparative Analysis

his course uses data from a variety of societies (both "developed" and "developing" to identify actors that may influence the success of large-cale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.

J.P. Farrell

SES3943H Applied Sociology of State Formation and Educational Policy

In the first part of this course two approaches to analyses of modern state power will be surveyed: historical sociology and studies of governmentality. In the second part of the course, these approaches will be drawn upon to study specific educational policies and policy-making practices.

K. Dehli

SES3944H Language and Gender in Education

This course will examine two aspects of the relationship between language and gender in educational settings: first, ways in which gender is constructed interactionally; second, ways in which gendered patterns of language use are differentially valued in and across educational contexts. The first part of the course will set the framework in terms of the sociolinguistic literature on language and gender. The second will examine case studies from a wide variety of contexts. The third will be devoted to student explorations of the domain.

M. Heller

SES3950H Comparative Societies: Families, Schools and the Socialization of Young People

Growing up and becoming an adult is a human universal which associates learning and the cultural induction of young people into society with their physical maturation. By adopting a broadly-based comparative perspective, we shall strive to deepen our understanding of the great variety of ways that youth socialization proceeds in different societies and to think about the specific institutional arrangements prevailing in Canadian society today against a broadly based historical and cross-cultural backdrop. This will be a study of contrasts and transitions:

of societies without schools, versus those with them; of societies with relatively stable technologies and adult occupations versus societies undergoing rapid technological and occupational change; of local and culturally homogenous societies versus nationally extended, multicultural societies in an increasingly global universe. A central theme in all of this will be to illuminate the linkage between 'production' and 'reproduction', between young people preparing for and entering adult occupations and forming families (reaching puberty, selecting a mate, having children and raising them).
D.W. Livingstone

SES3951H Political Economy, Canadian Culture, and Education

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations, in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.
D.W. Livingstone

SES3952H Sexism, Racism, Colonialism: Pedagogical Implications

This advanced seminar explores the linkages between sexism and racism by examining the interrelations of gender, race, and class in the development of nation-states in contemporary societies.
Staff

SES3998H Individual Reading and Research in Sociology and Equity Studies in Education: Doctoral Level

Description as for SES2998H.
Staff

SES3999H Special Topics in Advanced Sociological Research in Education

Description as for SES2999H, but at the doctoral level.
Staff

Credit for Out-of-Department Courses

Under special circumstances, SESE credit may be granted for a course offered by another OISE/UT department. SESE accredited external courses may be used in partial fulfillment of the minimum SESE course requirements specified for their program (see page 164 of this Bulletin). SESE credit for out-of-department courses may not exceed **one half-course** of a students' program. The department's graduate studies secretary maintains a list of courses outside the department currently approved for SESE credit. For example, students associated with the Learning, Work and Change focus may take AEC1148, Introduction to Workplace and Organizational Democracy, Power and Difference in the Workplace. Similarly, students associated with the Critical Race and Anti-Racism Studies focus may take TPS1431, Gendered Colonialisms, Imperialisms and Nationalisms for SESE credit.

THEORY & POLICY STUDIES IN EDUCATION (TPS)

The Department of Theory & Policy Studies in Education consists of three graduate programs:

- •Educational Administration
- •Higher Education
- •History and Philosophy of Education

The History and Philosophy of Education program represents cognate disciplines. The Educational Administration and Higher Education programs represent the application of cognate scholarship to domains of practice.

Each program offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees. Certificate and diploma programs are also offered in the Department. TPS, as well, has an important initial teacher education function. In addition to supporting a wide range of research projects focussed on provincial, national, and international issues in education, the Department is home to three research centres:

- The Centre for Leadership Development
- The Centre for the Study of Values and Leadership
- The International Centre for Educational Change

To be admitted to the Department, application must be made to one of the four areas of study:

- Educational Administration
- Higher Education
- History of Education
- Philosophy of Education

Following brief information on two Collaborative Graduate Degree Programs and an Interdepartmental Graduate Specialization in which all three TPS programs are involved, a listing is provided of each area of study, its faculty, degree requirements and courses.

NOTE: Some programs have professors emeriti who have part-time appointments. The duration of such appointments varies; please contact the Department for information on the continuing status of such appointments.

GENERAL INFORMATION

•For information about **application** procedures and forms contact:
OISE/UT Registrar's Office,
Graduate Studies Admissions Unit, Room 485
Telephone: (416) 923-6641 ext. 2663/2664
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

- For information about **registration** contact:
  Lynn Romero, Liaison Officer, Registrar's Office
  Graduate Studies Registration Unit, Room 485
  (416) 923-6641 ext. 2430
  lromero@oise.utoronto.ca

ACADEMIC INFORMATION

- **Educational Administration**
  Susan Padro, Program Coordinator
- **Higher Education**
  Michael Skolnik, Program Coordinator
- **History of Education**
  David Levine, Coordinator
- **Philosophy of Education**
  Dieter Misgeld, Coordinator

CHAIRPERSONS OF THE DEPARTMENT

Glen A. Jones, Ph.D. (Toronto)
Associate Professor and Chairperson
(systems and politics of higher education in Canada)

Nina Bascia, Ph.D. (Stanford)
Associate Professor and Associate Chairperson
(organizational and social context of teaching and administration; micropolitics of education; teachers' professional associations; teacher leadership; teacher development; educational policy analysis and program evaluation)

INTERDEPARTMENTAL SPECIALIZATION

M.Ed. in Gender Equity in Education:
This Interdepartmental Graduate Specialization focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's course load within any graduate program in the Department of Theory & Policy Studies in Education. One course on Gender Equity in the Classroom (taught in the Department of Sociology and Equity Studies in Education) is required; two other courses are to be selected from a list of courses from various programs. The Centre for Women's Studies in Education (CWSE) coordinates the specialization. For more information, see the entry on Interdepartmental Graduate Specializations, pages 221 - 222 and/or contact:

Centre for Women's Studies in Education
Telephone: (416) 923-6641, ex 2204
E-mail: cprice@oise.utoronto.ca

COLLABORATIVE GRADUATE DEGREE PROGRAMS

- **Comparative, International and Development Education**
  Program Coordinator: Joseph P. Farrell
  An integrated set of courses for students who wish to study teaching and learning, curriculum, or general education issues from a comparative or cross-cultural perspective is available in this program. Students are able to draw upon the faculty and other resources of four of OISE/UT' five departments. Interested students should seek further information from Joseph P. Farrell. See also pages 216 - 217 for details on this program.

- **Women's Studies (GCWS)**
  The departments of Adult Education, Communit Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education participate in the University's Collaborative Graduate program in Women's Studies (GCWS). All programs of study should be planned in consultation with th Graduate Women's Studies Program Director a Innis College and the program advisor in the student's OISE/UT home department. Further information is available on page 218 of this *Bulletin* and from the School of Graduate Studi Calendar.

EDUCATIONAL ADMINISTRATION PROGRAM

Nina Bascia, Ph.D. (Stanford)
Associate Professor and Associate Chairperson
(organizational and social context of teaching and administration; micropolitics of education; teachers' professional associations; teacher leadership; teacher development; educational policy analysis and program evaluation)

Paul T. Begley, Ed.D. (Toronto)
Associate Professor
(administrative values; performance appraisals; school improvement processes; leadership development)

C. Elizabeth Campbell, Ph.D. (Toronto)
Associate Professor
(ethics in education; moral dimensions of schools; qualitative research on educational policy and practice)

David J. Corson, Ph.D. (London)
Professor, cross-appointed to Curriculum, Teaching and Learning
(language policy and planning; minority schooling, school to work; discourse and power; social research theory and methods)

Lorna M. Earl, Ph.D. (Western Ontario)
Associate Professor; cross-appointed to Curriculum, Teaching and Learning
(assessment reform - large scale and classroom; program evaluation; qualitative and quantitative research methods; linking research and practice)

Denis Haché, Ph.D. (Montreal)
Associate Professor; Head, Centre de recherches en éducation du Nouvel-Ontario (CRENO), Sudbury
(professional development; strategic planning; school improvement; distance education; ethnolinguistic vitality)

Andrew Hargreaves, Ph.D. (Leeds)
Professor
(teacher development; time and teachers' work; culture of the school; curriculum and assessment reform; qualitative research on educational policy and practice)

Reva Joshee, Ph.D. (Univ. of British Columbia)
Assistant Professor
(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor
(educational leadership; administrative expertise; school and school system improvement)

M. Anne Millar, M.Ed. (Queen's)
Associate Professor and Associate Dean, Initial Teacher Education Programs and Laboratory Schools
(teacher education; teacher development; educational leadership; teaching in higher education)

Susan Padro, Ph.D. (Florida State)
Associate Professor
(educational systems planning; policy analysis and decision-making; computers in educational administration; gender issues in educational administration)

John Portelli, Ph.D. (McGill)
Professor
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice.

James J. Ryan, Ph.D. (Toronto)
Professor
(interpretive and critical theories of educational administration; ways of knowing educational administration; native and minority education)

Dennis Thiessen, D. Phil. (Sussex)
Professor, cross-appointed to Curriculum, Teaching and Learning
(program innovation; curriculum change; student and teacher perspectives; teacher development, school improvement, qualitative research, policy studies)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor
(legal context of education)

PROFESSORS EMERITI:
Alan F. Brown, Ph.D. (Alberta)
John E. Davis, Ph.D. (Toronto)
Edward S. Hickcox, Ed.D. (Cornell)
Mark Holmes, Ph.D. (Chicago)
John H. House, Ph.D. (Alberta)
Edward H. Humphreys, Ed.D. (Toronto)
Arthur M. Kruger, Ph.D. (Massachusetts Institute of Technology)
Stephen B. Lawton, Ph.D. (California at Berkeley)
Donald F. Musella, Ed.D. (State University of New York at Albany)
E. Brock Rideout, M.Ed. (Toronto)
Richard G. Townsend, Ph.D. (Chicago)

PROGRAM MISSION

The Educational Administration program is devoted to the study and development of policy, planning, leadership, and administration in education. Several degree and non-degree programs are offered to meet the diverse needs of practitioners and scholars of educational administration.

CERTIFICATE AND DIPLOMA PROGRAMS

Non-degree certificate and diploma programs include:

- Certificate Program in School Management (offered through the Department)
- Diploma of Advanced Studies in Educational Administration (offered through the Department)
- Ontario Principal Certification Program (offered through the Centre for Leadership Development).

For information on the Ontario Principal Certification Program please contact:

•Centre for Leadership Development
Vashty Hawkins
252 Bloor Street West, Room 6-123
Telephone: (416) 923-6641 ext. 2721
E-mail: vhawkins@oise.utoronto.ca

•Centre for the Study of Values and Education
(Cambridge and Barrie courses)
Paul Begley
252 Bloor Street West, Room 6-192
Telephone: (416) 923-6641 ext. 2406
E-mail: pbegley@oise.utoronto.ca
Website: www.oise.utoronto.ca/~pbegley/

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Managemen serves the professional development needs o school business officials and other educationa administrators who desire further study in sch administration.

Admission and Fees

Admission requirements are:

a) seven years' experience as a school busin official or in some other aspect of school administration;
b) two letters of recommendation, one from an educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question o academic competence;
c) an educational background appropriate for work at an advanced level; normally, a deg of high standing from a recognized univers or equivalent.

The Certificate Program is operated entirely through the Educational Administration progr

All correspondence and fees should sent to:
Marion Morgan, Certificate Program
Department of Theory & Policy Studies in Education.
Telephone: (416) 923-6641 ext. 2472
E-mail: mmorgan@oise.utoronto.ca

Full-time students pay the full graduate academic fee per annum (plus incidental fee Part-time students pay for each half-course. 1999/2000, the full-time annual fee was $5,542.00 and the half-course fee was $83

Program of Study

The program of study consists of:

a) TPS1040 and TPS1041, which are strongly recommended as first courses;
b) two half-courses related to school board management, which normally include TPS1017;
c) two elective courses, normally in Educational Administration.

Students may begin the program in the second term of Summer Session (July/August) or the Fall Session or the Winter Session. If full-time, the program may be completed in the Fall and Winter Sessions (September to April). If part-time, it may be completed through attendance in Fall, Winter and Summer Sessions.

DIPLOMA OF ADVANCED STUDIES IN EDUCATIONAL ADMINISTRATION

The Diploma of Advanced Studies in Educational Administration is intended for experienced administrators holding a master's degree in administration or equivalent who desire a short full-time program of challenging studies and experiences.

Each student's program will be planned on the basis of a needs analysis with department faculty. The program will consist of a total of six half-courses, credit for two of which may be earned through approved professional development activities; ten contact days of approved activity will constitute the equivalent of one half-course.

Normally, there will be a full-time requirement of one session of study (September to December or January to April). All requirements for the Diploma will have to be completed within seven years of admission to the program. No credit will be given for courses or activity before admission; nor will courses taken as a Diploma student be credited toward other programs.

For more information, contact:
Marion Morgan
Diploma of Advanced Studies in Educational Administration
Department of Theory & Policy Studies in Education.
Telephone: (416) 923-6641 ext. 2472
E-mail: mmorgan@oise.utoronto.ca

DEGREES

The M.Ed. and Ed.D. programs are designed to prepare practitioners for leadership careers at various levels. These programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

The M.A. and Ph.D. programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas behind this applied field of study, and their research involves the application of ideas to practice. The M.A. program appeals to those with an excellent academic background who want to continue to the Ph.D. program. The Ph.D. program is especially of interest to those considering a future in the university or in research.

MASTER OF EDUCATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Program Requirements

In addition to the general requirements in the Minimum Admission, Program and Degree Requirements section, pages 26 - 34, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

a) a four-year University of Toronto bachelor's degree, or its equivalent, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;
b) an interest in the study and practice of administration;
c) academic qualifications beyond the first degree;
d) two letters of reference (see Application Procedures section, page 36). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague.

Program of Study
There are two options within the M.Ed. program in Educational Administration for all students.

Option II which is comprised of:

a) Three required half-courses -
- TPS1040 Educational Administration I: The School System
- TPS1041 Educational Administration II: The School System in Society
- TPS1003 Introduction to Research in Educational Administration, or equivalent.

It is recommended that TPS1040 be the first course taken, followed by course TPS1041; course TPS1003 should be taken toward the end of the program;

b) five other half-courses, of which at least two must be in Educational Administration;

c) a research project and a Major Research Paper (MRP) to be carried out under the guidance of a faculty member.

OR

Option III which is comprised of:

a) Three required half-courses -
- TPS1040 Educational Administration I: The School System
- TPS1041 Educational Administration II: The School System in Society
- TPS1003 Introduction to Research in Educational Administration, or equivalent.

It is recommended that TPS1040 be the first course taken, followed by TPS1041; course TPS1003 should be taken toward the end of the program;

b) three other half-courses, of which at least two must be in Educational Administration;

c) a comprehensive thesis, to be developed under the guidance of a faculty member.

NOTE: Applicants to Option III must have graduated with a four-year honours degree or the equivalent.

Students contemplating applying to a doctoral program, which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The M.Ed. degree may be pursued either part-time or full-time. After completing course requirements, students must continue to enrol until theses or MRPs are approved. The Department strongly recommends completion of theses and MRPs within eighteen months of finishing course requirements.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since those courses may require full-time study or attendance during the day.

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may begin their program in the second term of Summer Session (July/August) or in the Fall Session or the Winter Session.

OFF-CAMPUS AND DISTANCE EDUCATION COURSES (M.Ed. and Certificate students)

The Department is currently offering some sections of existing courses off-campus and b audio- and computer-conferencing. The purpos is to make some OISE/UT courses available during the Fall or Winter Sessions to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular on-campus program.

Information materials for both off-campus and on-campus courses to be offered in the 2000 Summer Session, the 2000 Fall Session and th 2001 Winter Session for continuing students, w be available from the Registrar's Office, Graduate Studies Registration Unit in March. New applicants should have applied by December 3, although later applications to off-campus courses will be considered.

For more information, contact:
Susan Padro, Program Coordinator
Telephone: (416) 923-6641 ext. 2651
E-mail: susanpadro@oise.utoronto.ca

DOCTOR OF EDUCATION

The Ed.D. program in Educational Administrati is designed to develop highly competent personnel for senior administrative positions i school systems, colleges, universities, and other educational institutions and agencies a for academic positions in universities and colleges. The program is designed to satisfy the needs of practicing and aspiring educational administrators and academics who, because of the increasing complexity of problems related to the operation of educational organizations, have recognized the need for further professional education. The emphasis is on developing skills in the application of knowledge from theory and research to practical administrative problems. To accomplish this, the program is flexibly designed and involves numerous collaborative experiences among faculty members, students and administrators.

Program Requirements

In addition to the general requirements given in the Minimum Admission, Program and Degree Requirements section, pages 26 - 34, the Educational Administration program specifies the following:

a) The applicant should hold a master's degree with specialization in Educational Administration from the University of Toronto, or an equivalent degree. Additional coursework will be required from those who do not have a background in administrative studies.

b) The applicant must have had a successful leadership experience in education or must show potential for leadership. Evidence of this will be provided by at least one letter of reference that the applicant must secure from a senior administrator under whom the applicant has worked, commenting on the applicant's:

- achievement in identifying and solving educational problems;
- ability to work with people;
- leadership style;
- awareness of current social and educational issues.

c) The applicant must also furnish at least one letter of reference from a professor under whom the applicant has studied, commenting on the applicant's scholarly achievement.

Those applying to the Administrator Doctoral Cohort specialization option should so indicate the program code on the Application for Admission Form A(1), section 17.

Program of Study

The Ed.D. program is organized into six complementary components:

a) Ed.D. core seminars, which consist of two half-courses (TPS3040 and TPS3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations;

b) two of the following three half-courses or their equivalent: TPS3042, TPS3043, or TPS3044. (TPS3044 is the administrative internship/ practicum program, and only an internship/ practicum program taken for credit at another university would be considered equivalent);

c) two further courses in Educational Administration at the 3000 level;

d) elective courses: two are required, although more may be taken. It is suggested that at least one elective be taken outside of the Educational Administrative program;

e) a comprehensive examination as part of the thesis proposal hearing;

f) a doctoral thesis.

A student's program of study will normally begin in the Fall Session. The internship/practicum, if selected, would normally be undertaken in the first term of the Summer Session (May/June); however, it can also be undertaken at other times. Successful applicants are encouraged to begin the program on a full-time basis.

The Ed.D. Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this *Bulletin*, unless changes are approved in writing by the Ed.D. Program Coordinator or the thesis supervisor.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Educational Administration program that a place will be retained for them for a maximum period of two years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE/UT admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Registrar's Office, Graduate Studies Admissions Unit, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

For more information, contact
J. J. Ryan - Ed.D. Program Coordinator
Telephone: (416)923-6641 ext. 2438
E-mail: jryan@oise.utoronto.ca

ADMINISTRATOR DOCTORAL COHORT SPECIALIZATION (Ed.D.)

The Administrator Doctoral Cohort specialization is designed for full-time administrators in educational or public-sector organizations. The admission and program requirements are generally the same as those of the present Ed.D. program with some exceptions. They include the same number of required courses, the internship, the comprehensive examination as part of the thesis proposal hearing, and the doctoral thesis.

Some characteristics are unique to this cohort program option:

- Unlike that of the regular Ed.D. program option, the minimum period of full-time on-campus study will be satisfied by two four-month periods.
- To reflect the value of a cohort program, the schedule of the required courses will follow a fixed pattern for each group of students.
- The required period of full-time, on-campus study will coincide with the scheduling of the required courses (i.e., May-August).
- Students will be in a cohort group for three of the four required courses:
  TPS3040 Administrative Theory and Educational Problems I
  TPS3041 Administrative Theory and Educational Problems II
  TPS3042 Field Research in Educational Administration.
- Approved research proposals for the thesis will be field based and directed to administrative and organizational problems.
- Students normally will be required to participate in a supervised internship, TPS3044 Internship/Practicum in Educational Administration, unless an alternative is approved by the Ed.D. Program Coordinator or the thesis supervisor.

The Ed.D. Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this *Bulletin*, unless changes are approved in writing by the Ed.D. Program Coordinator or the thesis supervisor.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY

The M.A./Ph.D. program fosters the study of problems in the administration and leadership of educational programs. It will best serve those who have a commitment to scholarship and research as a means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite fo admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. program

Applicants to the program must include with the application, a statement of their background an interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studie within the M.A./Ph.D. program would help in the attainment of future career goals.

Upon entry to the program, the M.A./Ph.D. admissions committee will assign an advisor to assist the student in designing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interes and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be la worked out mutually between the student and a faculty member.

For information not provided in this *Bulletin*, applicants should contact the M.A./Ph.D. Program Coordinator in the TPS Department.

Program Requirements

Admission to the M.A. program normally requir a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant disciplin or professional program, completed with the equivalent of a University of Toronto B+ standi in the final year (see the Minimum Admission, Program and Degree Requirements section, pages 26 - 34). The M.A. program consists of eight half-courses and a thesis. Additional courses may be required of some applicants. The M.A. is available through both full-time an part-time studies.

Admission to the Ph.D. program requires prior completion of the University of Toronto M.A. degree or its equivalent, with standing equivalent to a University of Toronto A-. Students who have completed an appropriate master's degree that did not include a thesis or research project are required to complete a Qualifying Research Paper to a standard satisfactory to the M.A./Ph.D. admissions committee. Before undertaking a qualifying research project, students should first consult the Program Coordinator.

The minimum required number of courses for the Ph.D. program for those who have completed an M.A. program within the Department is six half-courses. Students with less background in educational administration at the graduate level are usually required to take either eight, ten, or welve half-courses.

The general admission and program equirements for M.A. and Ph.D. programs are set out in the Minimum Admission, Program and Degree Requirements section, pages 26 - 34.

PROGRAM OF STUDY

MASTER OF ARTS

At least half of the required courses for an M.A. program must be completed in the program of Educational Administration. The remaining ourses may be selected from those offered in he Department, in other departments of OISE/UT, or in other graduate departments of he University of Toronto. At least two half-ourses concerned with methods of inquiry must e included. Normally the courses chosen for the M.A. program will be at the 1000 level.

DOCTOR OF PHILOSOPHY

The program is comprised of at least six new alf-courses, four of which normally must be TPS3040, TPS3042, TPS3043, and one elective dvanced-level (3000) course. Students who ave already attained an acceptable level of ompetence in research methodology may be uthorized to choose a course in a different area f specialization.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program meets the departmental requirements. Any deviation from the program described above must be approved in writing by the M.A./Ph.D. Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination as part of the thesis proposal hearing. A thesis is required.

For more information, contact:
M.A./Ph.D. Program Coordinator in the TPS Department.

COURSES

The following list demonstrates the range of courses offered within the Educational Administration program. Not all of the courses listed are offered in any given year. A course is identified with the Educational Administration program when the course prefix is TPS and the first two digits in the course number are 10 or 30.

TPS1003H Introduction to Research in Educational Administration

A seminar examining strategies, techniques, and problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, and conducting research in educational administration. All master's candidates are strongly recommended to take this course towards the end of their program.
D.J. Corson, D. Haché, S. Padro and J.J. Ryan

TPS1004H The Use of Research in Educational Administration

The purpose of this course is to assist administrators in obtaining, evaluating, interpreting, and using research in the operation and improvement of schools, programs, and staff. Topics will include the analysis of types of research and research strategies in educational administration, case studies of the use of research in policy development and implementation, the role of research departments in providing organizational intelligence, and the administrator's role in sponsoring, directing, and using original research.
S. Padro and staff

TPS1005H The Computer in Educational Administration

No computer experience required. Introduction to computers in education from an administrative perspective. Topics include planning and implementation of information technology in educational settings; impact of computer technology on educational organizations and culture; and implications for staff development and curriculum delivery. Current applications of computers at the school, board and Ministry levels are presented, including site visits, demonstrations and guest lecturers.
S. Padro

TPS1009H Administrator School-Board Relationships

A study and analysis of the factors influencing decision-making at the organizational level. Senior administration and trustees become a focus of study, and an exploration is made of the processes leading to school board policy and procedural decisions. Evening visits to school boards (apart from class time) and interviews with trustees and administrators are used to collect data, which are analysed and used as the basis for developing generalizations about decision-making. Corporate boards may be studied by students from non-education backgrounds.
Staff

TPS1012H Organizational Culture and Decision-Making

An analysis of the organizational culture of educational organizations. The implications for action resulting from research and theory relating to organizational culture are examined. Case studies and field experiences are used as bases for the analysis of decision-making within the context of specific organizational cultures.
Staff

TPS1013H Supervisory Relationships

A basic course in supervision specializing in human interaction, its purpose and its effects. Content ranges from policy to program to specific skills training and considers issues pertinent to the position of supervisor.
Staff

TPS1016H School Program Development and Implementation

An analysis of issues and problems in conceptualizing, operationalizing, and evaluating a total school environment in terms of a range of divergent goals and values. Major topics include strategies for program development and change in the context of education in Ontario and Canada, theoretical a
empirical bases differentiating educational environments, the role of the program manager
and skills needed to manage program development, organization, implementation, an
evaluation.
D. Thiessen and K.A. Leithwood

TPS1017H Educational Finance and Economics

Topics include: public education as an econom
institution; the sources and methods of distribution of public school revenue at the various levels of government; provincial and state school grant systems and the rationale behind them; principles and practices in schoo
budgeting and salary scheduling; the relationship between investment and educatio
the formation of human capital, and national economic growth.
Staff

TPS1018H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on th
five levels of local governance: family/school, micro-politics (within the school), neighbourhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variabl
such as the environment, institutions, power, and issues. Workshop activities centre aroun
processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.
Staff

TPS1019H Diversity and the Ethics o
Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equ
to adjudicate between conflicting value positions, and to accommodate different right
and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study variou
ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in educatio

Particular attention will be given to equity issues n areas of race, culture, gender, age, social lass, national origin, language, ancestry, exual orientation, citizenship, and physical or nental abilities.
).J. Corson

PS1020H Teachers and Educational hange

his course deals with how teachers contribute o and are affected by administrative processes. t looks at the determinants of teachers' lassroom strategies, the work culture of eachers, teachers' careers, the role of teachers n school decision-making, the relationship of eachers' educational commitments to aspects f their broader lives (such as age, religious and olitical beliefs, and gender identity), and the ole of teachers in fostering or inhibiting ducational change. The course will be of nterest to elementary and secondary teachers nd to educational administrators.
. Hargreaves and N. Bascia

PS1022H The Social Context of dministration

his course addresses three broad topics: the ocial worlds of students, teachers, and dministrators in elementary and secondary chools; the organizational settings within which ducational administrators work; and thical/moral dilemmas which educators face in e day to day performance of their duties. Vithin each of these broad topic areas, themes uch as race, culture, and gender will be xplored. The course explores the interrelated orlds of practice, research, and theory. In articular, students examine the fit between eory and evidence, and assess relationships etween research findings and application.
. Bascia and E. Campbell

PS1023H Interpersonal Relations in chool Systems

he study of patterns of interaction among dults in loosely defined organizational settings. lass members discover their operational teractive values, analyse interpersonal vents, study effects of sociality variations, rticulate personal changes resulting from ross-person behaviours, create the strumental relationship, and attempt to nderstand the administrative efficacy of terpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.
Staff

TPS1024H Clinic in Administrative Relationships (Pass/Fail)

The development of administrative competency in interpersonal and group relations through the laboratory method, vicarious and instrumented experiences, and clinical procedures.
Staff

TPS1025H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.
Staff

TPS1026H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.
P.T. Begley

TPS1027H The Search for Educational Quality and Excellence in a Global Economy

The global economy and its new technologies, public skepticism towards education and the failed systemic educational reforms of the past decades will serve as a background for a critical review of emerging new reform initiatives such as, entrepreneurial schools, charter schools, voucher schools, privatization, business-

education partnership, school councils, and Total Quality Management. This course will also analyse the impact of such initiatives on society, school and curriculum.
D. Haché

TPS1027H La recherche de la qualité et de l'excellence en éducation dans le contexte de l'économie globale

La globalisation de l'économie, les nouvelles technologies, le scepticisme du public l'égard de l'éducation et les réformes éductionnelles ratées des derniéres décennies servent de base pour une analyse critique des nouvelles réformes émergentes, tels que, les écoles entrepreneuriales, les écoles chartes, le systéme de bons scolaires, la privatisation, le partenariat école-entreprise, les conseils d'écoles et la qualité totale. Ce cours fait aussi l'analyse de l'impact de telles réformes sur la société, l'école et le curriculum.
D. Haché

TPS1028H Policy Delivery and Schools

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnographic work and school administration with some attention to administration of programs for students at risk.
N. Bascia

TPS1029H Special Applications of the Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.
Staff

TPS1030H The Legal Context of Education

An examination of the current context of legal discourse related to the practical exigencies of present-day school experience. A detailed study of statutory and common law sources under which educators operate. The law is not immutable. Emphasis on negligence, malpractice, human rights and the school system, teacher rights, and student discipline and the Young Offenders Act and Zero Tolerance.
M.A. Zuker

TPS1033H The Collective Bargaining Process in Educational Organizations

This course provides a basic framework for understanding and participating in the collective bargaining process. Students will be expected t view labour/management relations in the education sector within the context of the broader Canadian industrial relations system. Topics covered include a review of the Ontario Labour Relations Act; legislation governing public-sector bargaining in Canada, especially legislation governing bargaining in schools and colleges; the collective bargaining process; the grievance procedure; and alternative conflict-resolution mechanisms. The course is designed for those who have had no previous courses in this area and no extensive experience in union/management relations. Those who have a background in this field, either from a prior course or direct experience, should enrol in TPS1034 or TPS1035.
N. Bascia

TPS1034H Preparation for Collective Bargaining in Education

Collective bargaining in educational organizations will be examined as a cyclical process that begins with the development of essential information, and proceeds to the production of a brief for presentation, hence to the actual bargaining process, and then to the maintenance of the agreement. Emphasis will b placed on preparatory stages of bargaining and on clarification of issues and strategies. An examination of relevant empirical evidence and publications on collective bargaining will be employed to develop strategies for bargaining preparation. The course will be of value in collective negotiations to members of either st or management teams.
Staff

TPS1035H Administration of Collective Agreements in Educational Organizations

An exploration of means by which collective bargaining agreements may be managed effectively in educational organizations, focusing on administrative arrangements for the managing of agreements, teachers' arrangements for monitoring the management of agreements, consultative activities and their effects, means of conflict resolution including the grievance and arbitration processes and the effects of these processes on the organizations, school law and regulation, and educational policy. Particular use will be made of current agreements and arbitration cases.
Staff

TPS1036H Planning in Educational Organizations

This introduction to educational planning is designed to provide teaching and administrative personnel with basic knowledge and skills in educational planning. A variety of current approaches and paradigms of educational planning are examined in local, Canadian and international contexts. Theories and processes of planning are addressed, including corporate and institutional planning, strategic planning, long-term planning, operational planning and site-based planning. Topics include the relationship of educational planning to change theory, total quality management, and chaos theory.
S. Padro

TPS1037H Issues in Planning Educational Systems

Major current issues in educational planning at the institutional, regional, and national levels of the education system will be examined. A number of theoretical approaches to system management will be addressed. Topics such as organizational information processes, collective bargaining, development of management systems, and strategic and long-range planning will be examined from a systems perspective. Major system shocks will be treated through in-depth analysis.
Staff

TPS1038H Systems Analysis for Educational Planning and Decision-Making

An introductory overview of systematic approaches to educational planning, decision-making, and improvements. Topics to be covered include: approaches to analysis of systems, project and system planning, system design, and analysis for decision-making and implementation of change. Emphasis will be on conceptual understanding of the field and on applications to educational systems at various levels.
S. Padro

TPS1039H Planning for Schools and School Systems

This course, through lectures and in-class planning exercises, introduces applications of educational planning techniques within a strategic and long-range planning context in the school and school system. It involves common planning tasks arising in the management of school systems - such as educational demography, new approaches to siting of schools and space planning, the importance and judicious use of temporary school facilities, and alternative approaches to closing schools and the problem of declining enrolment. One purpose of the course is to acquaint the student in some depth with the techniques of enrolment projection and their application, and the estimation of teacher demand/supply by subject specialization.
S. Quazi

TPS1040H Educational Administration I: The School System

Focus is on concepts both historical and emerging significant to the understanding of education and educational administration. Topics include traditional theoretical and conceptual constructs in the field such as theories of organization, power, change, and leadership as well as more emergent and contemporary topics such as values in administration, staff development, and school improvement. The emphasis is on the administration as a process internal to the organization as opposed to a focus on external forces impinging on educational administration. An effort is made to connect concepts to the reality of administrative practice. All master's candidates are strongly recommended to take TPS1040 as the first course in their program followed by TPS1041.
P.T. Begley, J.J. Ryan and J. Portelli

TPS1041H Educational Administration II: The School System in Society

Focus is on the external environment within which elementary and secondary educators work. Topics include major policy areas in education together with the ways administrators may respond to related issues and influences. Examples that may be included are: gender; multiculturalism; parental influence; choice of school and program; the labor market and the economy; equality of educational opportunity and social mobility; the financing of education; changing social values and educational philosophies; centralized and decentralized decision-making; educational and non-educational pressure groups and stakeholders. In all cases, the external conditions are examined in the context of education, the educational system, the school, the school system, and their administration. All master's candidates are strongly recommended to take TPS1041 after completing TPS1040.

P.T. Begley, E. Campbell, S. Padro and J.J. Ryan

TPS1042H Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.

J.J. Ryan

TPS1045H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext o the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.

D.J. Corson

TPS1047H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.

K.A. Leithwood and D. Thiessen

TPS1048H Educational Leadership an School Improvement

A companion course to 1047. Contemporary conceptions of leadership are examined for the value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is develope through the study not only of expert leaders' behaviors, but also of their feelings, values, an problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.

K.A. Leithwood and P.T. Begley

TPS1052H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a sta member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for thesis investigation proper, the study may be closely related to a thesis topic.

Staff

TPS3013H Dynamics of Organizational Effectiveness

A seminar on adult human behaviour in organizations, including: effect of human sociability; dialectics of leadership/cathexis, consensus/conflict, eustress/distress; discovery and development of personal constructs used as hidden determinants of person-person decisions. Students receive help on their major assignment: to design and report a project intended to have some impact upon a selected organization.
Staff

TPS3017H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, the budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financing of capital outlay, federal/provincial/local sharing of educational costs, financing of long-term developments in education.
Prerequisite: TPS1017H or permission of instructor.
Staff

TPS3018H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
Staff

TPS3020H Educational Change in the Postmodern Age

This course examines the social forces that are driving educational change in the postmodern age, and their impact upon both the substance, process and outcomes of educational change efforts. The course will investigate how students' identities, teachers' work and approaches to leadership are affected by these forces of change, along with the major change strategies that are being adopted to respond to them.
A. Hargreaves

TPS3022H The Investigation of School Culture: An Examination of the Daily Life of Schools

This course is intended to place the norms, values, and practices of school life within an administrative context. The focus is on factors that promote or inhibit the development of community and the achievement of educational purposes. Students are invited to explore and apply a variety of interpretive frameworks to their understanding of institutional culture.
J.J. Ryan

TPS3024H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with current field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field exercises, through scholarly reading and discussions, and particularly through interaction between the two. The course will be particularly appropriate for students seeking a strong field focus in their doctoral program.
A. Hargreaves and staff

TPS3025H Personal and Professional Values of Educational Leadership

This doctoral level course examines theories and frameworks which accommodate the influence of values, both personal and professional, on educational leadership practices. The primary focus is on values manifested by individuals and their impact on administrative problem solving processes. Value conflicts are explored particularly as they occur when the values of individuals clash with the broader social, collective or meta values associated with organizations.
P. Begley and E. Campbell

TPS3028H Project Development Studies

This course is designed to assist doctoral students who are developing either project or dissertation proposals. Interaction between individual students and the instructor is regularly

scheduled in order for the students to develop a clear research design and a comprehensive review of relevant literature. Through computer conferencing, the interaction will be open to all class members, whose additional comments and suggestions will be an integral part of the developmental process. The course is designed to be taken by doctoral students who are no longer in residence but who have not developed a thesis proposal.
Staff

TPS3029H Special Topics in Educational Administration
This course permits the study of specific topics or areas in educational administration not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

TPS3030H Advanced Legal Issues in Education
Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. Focus on current issues, legislative and common law precedents.
M. Zuker

TPS3037H Strategic Planning in Educational Organizations
In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.
S. Padro

TPS3040H Administrative Theory and Educational Problems I: People and Power in Organizations
A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
Staff

TPS3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education
This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educationa Administration will be responsible for particular sessions.
Required for Ed.D. students. An elective suitabl for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.
Staff

TPS3042H Field Research in Educational Administration
The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth t evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.
D.J. Corson, A. Hargreaves and J.J. Ryan

TPS3043H Survey Research in Educational Administration
An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method survey, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis (with a focus on using SPSS), the drawing of causal inferences, and presentation of results in a clear and effective manner.
Prerequisite: TPS1003H or CTL2004H or SES1902H or permission of the instructor.
L. Earl and S. Padro

TPS3044H Internship/Practicum in Educational Administration
An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship/practicum location. Placement and responsibilities relating to the internship/practicum are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
P.T. Begley

TPS3047H Research Seminar on Leadership and Educational Change
The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.
K.A. Leithwood

TPS3049H Program Innovation in Teacher Education
This course addresses the content, structure and strategies of recent innovations in preservice teacher education programs. Specific innovations in instruction, field-based activities and school-university relationships are critically examined in relation to changing and sometimes competing conceptions of teaching, learning to teach, and teacher education programs.
D. Thiessen

TPS3052H Individual Reading and Research in Educational Administration: Doctoral Level
Description as for TPS1052H.
Staff

HIGHER EDUCATION PROGRAM

Michael L. Skolnik, B.Phil. (Oxford)
Program Coordinator
Professor, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education systems; the university and society; higher education policy)

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed from Sociology and Equity Studies in Education
(faculty and students in higher education)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor (on leave 1997 - 2000)
(comparative higher education; international academic relations; higher education in Asia)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor and Principal, Woodsworth College, University of Toronto
(cognitive psychology; learning and learning systems in higher education)

Glen A. Jones, Ph.D. (Toronto)
Associate Professor and Chairperson
(systems and politics of higher education in Canada)

Daniel W. Lang, Ph.D. (Toronto)
Professor
(administration and management of colleges and universities; planning in higher education; finance; accountability)

Jamie-Lynn Magnusson, Ph.D. (Manitoba)
Associate Professor
(higher education teaching, learning; critical pedagogy; inquiry methods; cognition; motivation; assessment)

Linda Muzzin, Ph.D. (McMaster)
Associate Professor, cross-appointed to Public Health Sciences, University of Toronto
(professional education; sociology of the professions; knowledge production; research theory and methods)

Roxanna Ng, Ph.D. (Toronto)
Associate Professor, cross-appointed from Adult Education, Community Development and Counselling Psychology
(immigrant women and globalization; community/state relations; health and the body; transformative learning)

Charles Pascal, Ph.D. (Michigan)
Executive Director, Atkinson Charitable Foundation
(policy and higher education; leadership, organizational development and higher education)

Saeed Quazi, Dip.T. & R.P. (Toronto)
Associate Professor Emeritus
(strategic and long-range planning at the system and institution levels; university and college administration; human resource planning and forecasting)

David Wilson, Ph.D. (Syracuse)
Professor; cross-appointed from the Department of Curriculum, Teaching and Learning
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

ASSOCIATED INSTRUCTORS:

Paul Axelrod, Ph.D. (York)
Professor, Division of Social Science, York University
(history of higher education in Canada)

P. Niall Byrne, Ph.D. (Toronto)
Professor, Faculty of Medicine, University of Toronto
(medical education systems planning)

Michael Cusimano, Ph.D. (Toronto)
Assistant Professor, Department of Surgery, University of Toronto
(measurement of clinical competence)

Roy F. Giroux, Ph.D. (Wayne State University)
Vice President - Emeritus, Humber College of Applied Arts and Technology
(administration of the community college; the community college; student development; leadership)

Michael J. Hatton, Ph.D. (Toronto)
Assistant Principal, Humber College of Applied Arts and Technology
(the community college)

Geoffrey Norman, Ph.D. (McMaster)
Professor, cross-appointed from the Departmen of Clinical Epidemiology and Biostatistics, McMaster University
(problem-based learning and educational measurement)

Julia Pan, Ph.D. (Toronto)
Senior Research Officer
(comparative higher education)

J. Robert S. Prichard, LL.M. (Yale)
Professor of Law
(Canadian higher education, public policy formation)

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto
(cognitive theory in medical education)

Richard K. Reznick, M.Ed. (Southern Illinois)
Associate Professor, Faculty of Medicine, University of Toronto
(medical education)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(curriculum in higher education)

Richard G. Tiberius, Ph.D. (Toronto)
Associate Professor, cross-appointed from the Faculty of Medicine, University of Toronto
(staff and institutional development in higher education)

Marvin A. Zuker, LL.B. (Osgoode), M.Ed. (Toronto)
Associate Professor
(the law and higher education)

PROFESSORS EMERITI:

Willard Brehaut, Ed.D. (Toronto)
John W. Holland, Ph.D. (Syracuse)
Cicely Watson, Ph.D. (Harvard)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in Higher Education. The general requirements for these degrees are outlined in the Minimum Admission, Program and Degree Requirements section, pages 26 - 34. The study of higher education embraces critical examination, both historical and contemporary, of phenomena related to tertiary-level education, particularly tertiary-level institutions and systems in Canada.

MASTER OF EDUCATION

Students in Higher Education will be required to pursue the M.Ed. **Option I** program (ten half-courses plus a written general comprehensive examination). All M.Ed. students who began their program after April 1, 1991, must pass the comprehensive examination. All students are required to complete course TPS1803 (Recurring Issues in Postsecondary Education).

NOTE: Health Professional Education specialization students will normally register in the M.Ed. **Option II** program.

Additional information on the Health Professional Education specialization can be obtained from Professor Linda Muzzin.

MASTER OF ARTS

Admission to the Master of Arts degree program normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with the equivalent of a University of Toronto mid-B standing in the final year. The M.A. program consists of eight half-courses, a general written comprehensive examination, and a thesis. Additional courses may be required of some applicants. All students are required to complete course TPS1803 (Recurring Issues in Postsecondary Education).

DOCTOR OF EDUCATION

Requirements include:

a) a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A. degree, which may be taken full-time or part-time. Normally they will include TPS1803 (Recurring Issues in Postsecondary Education), at least three other half-course equivalents in Higher Education, as well as a half-course in research methodology approved by the faculty advisor;
b) a written comprehensive examination;
c) a thesis reporting the results of original research.

DOCTOR OF EDUCATION FOR COMMUNITY COLLEGE LEADERS

In 1998, the Doctor of Education in Higher Education for Community College Leaders was initiated. The admission and program requirements for the Community College Leaders doctorate are generally the same as for the regular Ed.D. program. The main differences are that the Community College Leaders doctorate is focussed on the study of community colleges, is delivered in a cohort format, and requires two consecutive Summer Sessions of full-time attendance.

For more information about the Ed.D. for Community College Leaders, contact:
Prof. Michael Skolnik
Theory & Policy Studies in Education
Telephone: (416) 923-6641 ext. 2308
OR
Dr. Roy F. Giroux
Humber College
Telephone: (416) 675-6622 ext. 4483

DOCTOR OF PHILOSOPHY

Requirements include:

a) six half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required. The six half-courses will include four in Higher Education. The remaining two half-courses may be selected from this program, or from any department of OISE/UT, or from another graduate department of the University of Toronto, with the approval of the faculty advisor. Unless exemption is granted for prior

study, all Ph.D. programs in Higher Education must include TPS1803 (Recurring Issues in Postsecondary Education), as well as a half-course in research methodology approved by the faculty advisor;
b) a written comprehensive examination;
c) a thesis reporting the results of original research.

COURSES

The following list demonstrates the range of courses offered within the Higher Education program. Not all of the courses listed are offered in any given year.

TPS1801H The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.
Staff

TPS1803Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.
Staff

TPS1804H Issues in Medical/Health Professional Education

This course is intended to enable students to identify and analyze major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.
P. Poldre

TPS1805H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name "community college". Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.
Staff

TPS1806H Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
G.A. Jones

TPS1807H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.
S. Quazi and D.W. Lang

TPS1808H Research in Health Professional Education

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects. The course is designed for students enrolled in the M.Ed. specialization in health professional education.
Staff

TPS1809H Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.
D.W. Lang

TPS1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions

This course is designed to acquaint health professionals with the assessment formats use to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of

raining. The course will provide an introduction o the concepts of reliability and validity which are central to the analysis of the assessment nethods to be discussed. Written examinations, oral formats, and Standardized Patient erformance-based testing are amongst the nethods that will be presented.
A Rothman

TPS1811H Institutional Research and Planning

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of nstitutional research and to provide students vith knowledge and skills in strategic and long-ange planning as applied to colleges and universities at the institutional level. This course vith an institutional focus complements TPS1807H, which has a systems focus.
S. Quazi and D.W. Lang

TPS1812H Education and the Professions

This course reviews theoretical debates egarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include he implications of globalization of the professions, diversity in the professions and the entrepreneural university" and the professions. Perspectives of practitioners as well as faculty eaching in the professions are considered.
L. Muzzin

TPS1814H Curriculum in Institutions of Higher Education

This course examines the logic and current practices related to curriculum design in postsecondary educational institutions.
Staff

TPS1815H Teaching in Institutions of Higher Education

This course examines the issues and areas that define the instructor's perspective of teaching in postsecondary educational institutions.
Staff

TPS1818H Educational Development: Examination of Strategies for Improving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for the enhancement of the education process with emphasis on the application of these strategies to the specific educational setting selected by the student.
R.G. Tiberius

TPS1819H Governance in Higher Education

This course addresses the arrangements for governance in higher education. It examines formal models and theories of governance; the legal and institutional framework of higher education governance; the role and characteristics of higher education intermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.
M. Skolnik

TPS1820H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session OISE/UT course schedules.
Staff

TPS1821H Diversity and Differentiation in Postsecondary Education

The course will examine the range of programs and supporting institutional arrangements in postsecondary education and identify factors that contribute to differentiation within and between sectors.
M.L. Skolnik

TPS1822H The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.
Staff

TPS1824H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications", facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.
S. Quazi and D.N. Wilson

TPS1825H Comparative Higher Education: Part I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are the purpose of comparative education, differing views of social change, comparison, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.
J. Pan

TPS1826H Comparative Higher Education: Part II

This course is a continuation of TPS1825F, with a special emphasis on the application of comparative theory to the study of higher education in different types of societies. It also provides for a critical discussion of the specific literature on comparative higher education coming from disciplines such as history, sociology, and anthropology. Themes of interest include historical traditions of higher education and their transformation, gender in higher education, curricular patterns across different societies, and the relation of higher education to the state.
J. Pan

TPS1827H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.
G.A. Jones

TPS1828H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.
J. Magnusson

TPS1829H Higher Technological Education and Training: A Comparative Perspective

This course will examine post-secondary Technical, Vocational and Technological Education from a comparative perspective. Comparisons will be made between educational and training systems in industrialized, newly-industrializing, and developing nations in order to discover patterns, similarities and differences.
D.N. Wilson

TPS1830H Systematic Educational Planning for the Health Professions: Part One: Overview

This course introduces a systematic approach to planning, implementing, and evaluating programs in health professional education. Assessment o learning needs, setting learning objectives, selecting learning methods and evaluating student performance and the program are stressed, as are the goals of maximizing studen learning and implementing change. Self-instructional modules, home assignments, application to a personal project and small group peer discussion are used to meet course objectives.
Staff

TPS1831H Systematic Educational Planning for the Health Professions: Part Two - Further Development

This course is a continuation of Part One. It builds on the systematic educational planning model introduced in Part One. Students have the opportunity for more in-depth study of concepts related to implementing curricular reform in the health professions, specifically in the area of selection and development of learning methods to improve learning outcomes, and on development of valid student and program evaluation methods. Further development of a major educational project is once again a focal point, along with facilitated discussion and study using self-instructional modules and supplementary resources.

Staff

TPS1840H Economics of Higher Education

An examination of the economic aspects of higher education at the system and institutional levels, including consideration of the economic value of higher education and the contribution of higher education to the economy. The course will address the variety of ways in which the concepts and methodologies of economics can be applied to resource allocation and other policy decisions in higher education.

Staff

TPS1841H Public Finance and Higher Education

Public finance will be used as the frame of reference for studying efficiency, equity, accountability and stabilization aspects of policy for public education. Attention will be paid to policy issues at the institutional, municipal, provincial, and national levels. After presenting theories of planning and resource allocation in the public sector, the course will illustrate them through particular case studies.

D.W. Lang

TPS1842H Higher Education and the Labor Market

An examination of the interaction between higher education institutions and the labor market, with particular emphasis on the human resources aspects of planning in higher education.

Staff

TPS1843H Higher Education and the Law

This course will examine the legal framework of higher education, including laws, regulations, and judicial interpretations that impact upon the governance and conduct of higher education. Particular attention will be placed upon the tension between academic autonomy and individual rights as they affect students' rights, faculty status, sanctions against discrimination, and the conditions attached to government funding.

M.A. Zuker

TPS1852H Individual Reading and Research in Higher Education: Master's Level

Individual Reading and Research courses are taken as specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.

Staff

TPS3801H Research Methods in Higher Education (Pass/Fail)

This course is intended for doctoral students. It provides background in the tasks of designing, executing, and reporting on a thesis research project. Topics include: defining a problem, conducting a literature search, selecting appropriate methodology, conducting research, selecting and making optimal use of the committee, the orals defence experience, and steering the thesis toward publication. The course involves lectures, discussions, and guest speakers. Participants are expected to present and discuss their proposals. The course meets every other week for two terms.

A. Hildyard and staff

TPS3806H Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.

Staff

TPS3807H The University Under Communism

This course explores facets of the role of the university within communist societies. It begins with a focus on the contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral part of their knowledge system.
R.E.S. Hayhoe

TPS3810H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.
R.E.S. Hayhoe

TPS3820H Special Topics in Higher Education: Doctoral Level

Description as for TPS1820H.
Staff

TPS3852H Individual Reading and Research in Higher Education: Doctoral Level

Description as for TPS1852H.
Staff

Other courses accepted for credit

(For descriptions, see relevant department course listings)

NOTE: The following courses from Adult Education, Community Development and Counselling Psychology are accepted for credit in Higher Education programs:

AEC1181	Health, Healing and Knowledge of the Body: Education and Self-Learning Processes
AEC1173	Creativity and Wellness: Learning to Thrive
AEC3173	Effecting Change: Creating Wellnes
AEC3104	Political Economy of Adult Educatio in Global Perspectives
AEC1146	Women, Globalization and Citizenship

NOTE: Higher Education students may choos one of the following courses to fulfill their methods requirement for the doctorate:

Curriculum, Teaching and Learning:

CTL1018	Introduction to Qualitative Inquiry in Curriculum Teaching and Learning
CTL4801	Narrative and Story in Research an Professional Practice
CTL1112	Interpretive Research Methods in Holistic and Aesthetic Education
CTL1108	The Phenomenological Curriculum
CTL1306	Qualitative Research Methods in Education: Concepts and Methods
CTL1861	Critical Ethnography
CTL4802	Doctoral Seminar in Qualitative Research on Teaching
CTL1804	The Linguistic Analysis of Interacti in Educational Settings
CTL2808	Intermediate Statistics and Resear Design

Human Development and Applied Psychology:

HDP3201	Qualitative Research Methods in Human Development and Applied Psychology

Sociology and Equity Studies in Education:

SES1905	Qualitative Approaches to Sociological Research in Educatio
SES3930	Advanced Seminar on Feminist Methodology and Education

HISTORY OF EDUCATION

David Levine, Ph.D. (Cambridge)
Program Coordinator
Professor
(history of education with special reference to social modernization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; historiography of the history of education)

Cecilia Morgan, Ph.D. (Toronto)
Assistant Professor
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Ruth Roach Pierson, Ph.D. (Yale)
Professor, jointly appointed to Sociology and Equity Studies in Education
(history of women and women's education; history of feminism and feminist historiography; history of educational policy)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(history of education in Canada; in Ontario; history of teachers; gender and the history of Canadian education)

Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

PROFESSORS EMERITI
Willard Brehaut, Ed.D. (Toronto)
Alison Prentice, Ph.D. (Toronto)
Stephen T. Rusak, Ph.D. (Alberta)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree with a specialization in History of Education. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed. program, which requires a major research paper/paper. Both the Ed.D. and Ph.D. programs have a minimum period of full-time study. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

In addition to the Minimum Admission, Program and Degree Requirements (see pages 26 - 34), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Students may participate in interdisciplinary programs in which History faculty are involved; e.g., Women's Studies/Feminist Studies (see sections Interdepartmental Graduate Specializations, pages 219 - 223 and Graduate Interdisciplinary Research Foci, pages 224 - 227).

Students may also enrol in the University of Toronto's Collaborative Program in Women's Studies (GCWS), which allows them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department and the Collaborative Program (see page 218).

As well, interested History students may enrol in the Collaborative Program in Comparative, International and Development Education, (see pages 216 - 217).

MASTER OF EDUCATION
The M.Ed. degree specializing in History of Education is pursued under Option II (eight half-courses plus a major research paper). (See the Minimum Admission, Program and Degree Requirements section, pages 26 - 34, for admission and other program requirements.) Students are expected to take at least four half-courses in History of Education, one of which must include Course TPS1460 (History and Educational Research).

DOCTOR OF EDUCATION

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission, Program and Degree Requirements section, pages 26 - 34, for admission and program requirements.) Applicants to this program are expected to have a clearly defined research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations in their master's degree programs other than History of Education are required to take additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the History of Education M.Ed. or M.A. specialization) consist of eight half-courses, a year of full-time study on campus and a thesis. Preferably, the required year of full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core program includes two mandatory Ed.D. seminars (TPS3490 Ed.D. Seminar in the History and Philosophy of Education: I, and TPS3491 Ed.D. Seminar in the History and Philosophy of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.
All Ed.D. students who began their program after July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in history may be admitted to a one-year program comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among History of Education course offerings and those accepted for credit in this degree program. (See pages 203 - 207.)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to take some additional courses. They are encouraged to submit with their application, descriptions or outlines of courses that show substantive content. (See Minimum Admission, Program and Degree Requirements section, pages 26 - 34 for admission and other program requirements.)

DOCTOR OF PHILOSOPHY

Qualified applicants with a University of Toronto M.A. degree with a specialization in History of Education or its equivalent (including a thesis o equivalent major research paper) may be admitted to a six half-course (plus thesis) program. If the master's degree did not include thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will b required to establish equivalency with the OISE/UT master's program. Usually this entails the addition of courses beyond the minimum si half-courses required for the Ph.D. Applicants who have taken graduate courses with substantial history of education content in any several related disciplines in the humanities an social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. program are requestec submit a statement of their research interests as much detail as possible so that an appropri faculty advisor can be designated. Applicants who have completed a master's degree lsewhere are encouraged to submit a sample of cholarly writing (e.g., master's thesis, major esearch paper, published article) with their pplication. All Ph.D. candidates are required to vrite a comprehensive examination.

ORE COURSE REQUIREMENTS

andidates for the M.A., Ed.D. and Ph.D. egrees with a specialization in History of ducation are required to take TPS1419 unless it or an equivalent) has been taken previously. andidates for the M.Ed. degree with a pecialization in History of Education are equired to take TPS1460 (History and ducational Research).

ESEARCH FOCI

o guide students in selecting their research reas of interest, the History of Education pecialization offers the following thematic foci:

eminist Studies
ES1983 and TPS courses: 1412, 1418, 1421, 426, 1430, 1488, 3417 and 3418 .

istory of Women and the Family in ducation
PS courses: 1412, 1415, 1418, 1421, 1422, 426, 1428, 1429, 3418, 3423.

mmigration, Ethnicity, and ulticulturalism in Education
PS courses: 1415, 1421, 1424, 1428, 1429, 428.

he Origins of Modern Schooling
PS courses: 1400, 1401, 1403, 1405, 1415, 420.

heory and Practice of Schooling
PS courses: 1400, 1401, 1403, 1405, 1407, 408, 1460.

OURSES

he following list demonstrates the range of ourses offered within the History of Education pecialization. Not all of the courses listed are ffered in any given year.

course is identified with History of Education hen the prefix is TPS and the first two digits in he course number are 14 or 34. It should be oted that the initial digit (1 or 3) does not ecessarily indicate course level; most courses ay be taken by both master's and doctoral tudents. Courses are normally open to students other programs as well.

TPS1400H The Origins of Modern Schooling I: Problems in Education Before the Industrial Revolution

This course presents an overview of education and schooling before the massive intervention of the modern state. It is concerned with those forms of educational communication that formed the background for contemporary educational systems.
D. Levine

TPS1401H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
H.M. Troper

TPS1402H History of Modern European Education

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871-1945 provides a case in point.
R.R. Pierson

TPS1403H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education". Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).
E.M. Smyth

TPS1405H History of Education and Society: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which historical scholarship is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.
D. Levine and H.M. Troper

TPS1407H Mass Education in English History

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

TPS1408H Elite Education in English History

The upper classes in Britain developed an educational system that served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine

TPS1412H The History of Women and Higher Education

This course explores the growing historical literature on women and institutions of advanced education. Topics include: the nineteenth-century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience of higher education in the twentieth century.
Staff

TPS1415H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
Staff

TPS1416H Ontario Education

This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.
E.M. Smyth

TPS1418H The Role of Education in Theories of Women's Emancipation: I

Feminist traditions, although often interrupted and silenced, stretch far back into the past. This course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education. We will examine some of the major feminist theoretical writings from the seventeenth century to the end of the nineteenth century.
R.R. Pierson

TPS1419H Historiography and the History of Education

Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field discussed with reference to the central problem of history of education. TPS1419 is compulsor for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic i the History of Education.
D. Levine

PS1420H European Popular Culture nd the Social History of Education: I

his course is concerned with the interaction etween literacy and popular mentalities in the eriod before the creation of school systems. Its articular interest is with those individuals for hom we have detailed information and whose es provide a distant mirror reflecting other alities. For many of them, living at the terstices of literacy and orality, the social nction of education was central to their lives.

. Levine

PS1421H The History of Women and ducation

n investigation of the social, political, conomic, and ideological trends affecting the lucation of women in Europe and North America the nineteenth and twentieth centuries.

. Levine and R.R. Pierson

PS1422H Education and Family Life in e Modern World: I

ne history of the family as it relates to child- aring and education in Great Britain, France, e United States, and Canada.

. Levine

PS1424H Religion, Ideology, and ocial Movements in the History of orth American Education

historical overview of the process of change influenced by social service organizations or ovements inside and outside the formal school ructures of the community. Among the issues scussed in the seminar are institutional ructure and ideology, the nature of reform, lunteerism, and related political culture.

M. Troper

PS1425H Class Formation and Its elation to the Schools

review of selected topics and themes in the story of working people and the schools, drawn om the nineteenth and twentieth-century itish, Canadian, and American contexts. This urse will examine areas such as working-class mmunities' relationships to schools, the moral gulation of working-class students, and the ass position and identities of teachers. We will so explore alternative forms of working-class hooling, such as adult education, and themes popular culture. We will also examine areas ch as working-class households and communities and their relations to schools. The course will pay attention to the relation of gender to working-class culture and will draw upon new scholarship that examines the relation of working peoples to imperialism, ethnicity, and race.

C. Morgan

TPS1426H The History of Women and Education in Canada

An investigation of the history of women in Canada, stressing the political, economic, and social developments that formed the background to changing patterns in women's education and women's role in education.

C. Morgan

TPS1428H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.

H.M. Troper

TPS1429H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.

H.M. Troper

TPS1430H Gendered Colonialisms, Imperialisms and Nationalisms in History

Beginning with classic works in the field and advancing to more recent feminist and post-colonial texts, this course examines the work of gender and the role of women in the discourses of colonialism, imperialism, and nationalism, and the racisms they spawned, as articulated and deployed from the eighteenth to the twentieth century.

R.R. Pierson

TPS1448H Popular Culture and the Social History of Education: II
This course examines a range of themes in the history of education and popular culture, drawn from the nineteenth and twentieth-century British, Canadian, and American contexts. Topics that will be covered include the impact of the growth of literacy and the spread of the popular press, consumption and advertising, and commercial exhibitions and museums as sites of popular education. We will also explore the relationship of various levels of the state and of capitalism to popular culture and the relation of "high" culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.
C. Morgan

TPS1452H Individual Reading and Research in the History of Education: Master's Level
This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1460H History and Educational Research
A seminar course required of all M.Ed. students in History of Education, normally taken at or near the end of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.
Staff

TPS1461H Special Topics in History and Philosophy of Education
This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.

TPS3418H The Role of Education in Theories of Women's Emancipation: II
This course is designed as a follow-up to TPS 1418H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
R.R. Pierson

TPS3423H Education and Family Life ir the Modern World: II
This course is designed as a follow-up to TPS1422H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in famil history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length Prerequisite: TPS1422H or permission of instructor.
D. Levine

TPS3428H Minority Concerns and Education in Canadian History: Selected Topics
A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the developmen of education in Canada.
Prerequisite: TPS1428H, TPS1429H, or permission of instructor.
H.M Troper

TPS3452H Individual Reading and Research in the History of Education: Doctoral Level
Description as for TPS1452H.
Staff

TPS3461H Special Topics in History and Philosophy of Education
A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. Th topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3490H Ed.D. Seminar in the History nd Philosophy of Education: I
his is a required research seminar for Ed.D. andidates involving consideration of the roblems of historical and philosophical studies n a critical context. The seminar will include resentation and criticism of students' hesis/project proposals and progress reports.
Staff

TPS3491H Ed.D. Seminar in the History nd Philosophy of Education: II
See description for course TPS3490H.
Staff

TPS3494H Doctoral Practicum in the istory and Philosophy of Education: I
his course supports special field-oriented xperience for doctoral candidates relating to heir particular areas of scholarly interest. The tudent's activities will be planned in onsultation with faculty and will involve eminars or tutorials as well as practical mplementation in field situations. While credit is ot given for a thesis investigation proper, the tudy may be related to a thesis topic.
Staff

TPS3495H Doctoral Practicum in the istory and Philosophy of Education: II
See description for course TPS3494H.
Staff

ther courses accepted for credit
he following courses are accepted for credit in istory of Education. For descriptions, see elevant department course listings.

igher Education (see pages 193 - 200)

PS1801H	The History of Higher Education in Canada: An Overview
PS1820H	The section titled: The University in an International Context: Ethics, Human Rights, Politics
PS1822H	The Idea of the University and the College

ociology and Equity Studies in ducation

ES1904H	Sociological Theory in Education
ES1983H	Gender and Historical Sociology

PHILOSOPHY OF EDUCATION

Dieter Misgeld, Dr. Phil. (Heidelberg)
Program Coordinator
Professor, cross-appointed to the Departments of Philosophy and of Political Science, University of Toronto
(human rights theory and practice; citizenship and democratic development; human rights education in an international context; contemporary social theory)

Dwight R. Boyd, Ed.D. (Harvard)
Professor, cross-appointed to Sociology and Equity Studies in Education
(moral education; ethical issues in education; philosophical issues related to gender in education; critical social philosophy of education)

Deanne Bogdan, Ph.D. (Toronto)
Professor, cross-appointed to Curriculum, Teaching and Learning
(literary theory and literature education; aesthetics and education; feminist criticism, aesthetics and pedagogy; musical aesthetics in education)

E. Christopher Olsen, Ph.D. (London)
Associate Professor
(philosophical foundations of cognitive science; philosophy of mind; theory of knowledge; theory of human action; developmental epistemology and learning environments; teaching philosophy in elementary and secondary schools)

PROFESSORS EMERITI
John A. Eisenberg, A.M. (Pennsylvania)
Malcolm A. Levin, Ed.D. (Harvard)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree with a specialization in Philosophy of Education. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed. program, which requires a major research

project/paper. Both the Ed.D. and Ph.D. programs have a minimum period of full-time study. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.
In addition to the Minimum Admission, Program and Degree Requirements (pages 26 - 34), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Students may participate in several interdisciplinary programs and centres in which Philosophy faculty are involved. These include Women's Studies/Feminist Studies, Transformative Learning, (see sections: Interdepartmental Graduate Specializations, pages 219 - 223 and Graduate Interdisciplinary Research Foci, pages 224 - 227).

Students may also enrol in the University of Toronto's Collaborative Program in Women's Studies (GCWS), which allows them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department and the Collaborative Program (see page 218).

As well, interested students may enrol in the Collaborative Program in Comparative, International and Development Education, (see pages 216 - 217).

MASTER OF EDUCATION

The M.Ed. degree with a specialization in Philosophy of Education is pursued under **Option II** (eight half-courses plus a major research paper). (See the Minimum Admission, Program and Degree Requirements section, pages 26 - 34 for admission and other program requirements.) Students are expected to take at least four half-courses in Philosophy of Education.

DOCTOR OF EDUCATION

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission, Program and Degree Requirements section, pages 26 - 34, for admission and program requirements.) Applicants to this program are expected to have a more clearly defined thesis research problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted wit the application. Applicants are also encourage to submit a sample of their scholarly writing (e.g research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decisio

Applicants with specializations in their master's degree programs other than Philosophy of Education are required to take additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the Philosophy of Education M.E or M.A. specialization) consist of eight half-courses, a year of required full-time study on campus and a thesis. Preferably, the year of required full-time study should occur late in the degree program and should be devoted primaril to thesis research and writing.

The core program includes two mandatory Ed.D seminars (TPS3490 Ed.D. Seminar in the Histo and Philosophy of Education: I, and TPS3491 Ed.D. Seminar in the History and Philosophy of Education: II), normally taken during the year required full-time study and TPS1440 (An Introduction to Philosophy of Education) unles it, or an equivalent, has been taken previously Three of the remaining five courses should normally be in Philosophy of Education, select in consultation with the faculty advisor. Cours from other departments, including the Gradua Department of Philosophy, may **upon approval** be substituted for Philosophy of Education courses. Students are strongly encouraged, though not required, to take at le two half-courses before the year of required fu time study.

All Ed.D. students who began their program a July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year niversity of Toronto bachelor's degree, or its quivalent, with a major in philosophy may be dmitted to a program comprising six half-ourses and a thesis. In this program, TPS1440 (An Introduction to the Philosophy of Education) s mandatory unless it, or an equivalent, has een taken previously. Three of the remaining ve courses should normally be in Philosophy of ducation, selected in consultation with the aculty advisor. Courses from other epartments, including the Graduate Department f Philosophy, may **upon approval** be ubstituted for Philosophy of Education ourses. (See pages 210 - 215.)

pplicants with undergraduate majors in related ocial science and humanities disciplines are ormally required to take some additional ourses. They are encouraged to submit with heir application, descriptions or outlines of ourses that show content related to hilosophy. (See Minimum Admission, Program nd Degree Requirements section, pages 26 - 34 or admission and other program requirements.)

DOCTOR OF PHILOSOPHY

Qualified applicants with a University of Toronto M.A. degree with a specialization in Philosophy f Education or its equivalent (including a thesis r equivalent major research paper), may be dmitted to a program comprising six half-ourses and a thesis. In this program, TPS1440 (An Introduction to the Philosophy of Education) s mandatory unless it, or an equivalent, has een taken previously. Three of the remaining ve courses should normally be in Philosophy of Education, selected in consultation with the aculty advisor. Courses from other departments, including the Graduate Department f Philosophy, may **upon approval** be ubstituted for Philosophy of Education ourses. (See pages 210 - 215.) If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before egistration for the degree program.

Applicants who do not hold a master's degree with specialization in Philosophy of Education will be required to establish equivalency with the OISE/UT master's program. Usually this entails the addition of courses beyond the minimum six half-courses required for the Ph.D.

Applicants who have taken graduate courses with substantial Philosophy of Education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

All Ph.D. candidates are required to write a comprehensive examination.

RESEARCH FOCI

To guide students in selecting their research areas of interest, Philosophy of Education offers the following thematic foci:

Feminist Studies
TPS courses: 1439, 1462, 1484, 1485, 1488, 3417

Human Rights, Politics, and Education
TPS courses: 1433, 1434, 1435, 1442, 1444, 1449, 1480

Literature, Music, the Arts, and Education
TPS courses: 1436, 1459, 1462, 1484, 1485, 1487, 1488, 3417, 3436, 3447

Morals/Values, Social Issues, and Education
TPS courses: 1433, 1434, 1435, 1436, 1439, 1441, 1442, 1444, 1447, 1449, 1451, 1485, 3441, 3443

Theories of Knowledge, Cognitive Science, Technology, and Learning
HDP1234 and TPS courses: 1431, 1432, 1436, 1437, 1447, 1450, 1459

NOTE: Master of Religious Education (M.R.E.) students at the University of St. Michael's College and Victoria University may enrol concurrently in the M.Ed. program and, upon completion of the M.R.E., receive transfer credits (from an approved list of courses) for up to half of the M.Ed. course requirements.

COURSES

The following list demonstrates the range of courses offered within the Philosophy of Education specialization. Not all of the courses listed are offered in any given year.

A course is identified with Philosophy of Education when the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

TPS1431H Theory of Knowledge in Educational Inquiry and Cognitive Science

This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers.
Prerequisite: Background in philosophy or psychology, plus permission of the instructor.
E.C. Olsen

TPS1432H Knowledge, Mind, and Human Beings

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.
E.C. Olsen

TPS1433H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining th competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
E.C. Olsen

TPS1434H Human Rights, Politics, and Education

This course examines human rights theory and practice with reference to major political, social, and educational issues in our times. The connections between human rights, democratic development, and education will be considered i an international context.
D. Misgeld

TPS1435H Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation betwee projects of educational reform and democratic development will be examined.
D. Misgeld

TPS1436H Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, a education regarding the meaning of modernity will be discussed. Theories of modernity and "post-modern" critiques of them will be reviewe Experiences around the world of various types crisis (human rights, ecological, cultural) may b considered.
D. Misgeld

TPS1437H Philosophical Aspects of the Development of Language and Thought

This is an interdisciplinary course that examine the philosophical underpinnings of competing theories about language learning, concept formation, and the relation between thinking a language. There will be discussion of how eac theory would guide educational practice during child's early years. Major protagonists to be

considered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.
Prerequisite: Some background in philosophy, psychology, or linguistics.
E.C. Olsen

TPS1439H Gender, Ethics, and Education: Philosophical Issues
This course will examine philosophical issues pertaining to the interrelationships of gender, ethical frameworks, and educational theory. Focus will be on recent feminist analyses of gender as a social construction, insights into how this construction is manifested and maintained, and critiques of and alternatives to mainstream ethical theory. How educational heory, on matters such as ideals, aims, curriculum content, and the teacher's role, would need to change in order to accommodate these perspectives will provide the context for the critical explorations.
D.R. Boyd

TPS1440H An Introduction to Philosophy of Education
This course is an overview of the field of philosophy of education, focusing on four questions constituting the core of the field of study. These questions will be addressed from he perspective of a variety of philosophers and schools of thought, selected to represent the ield in its diversity and in its recurring and unifying themes. Texts to be read will be drawn rom both traditional representatives such as Aristotle, Plato, Locke, Rousseau, Kant, Dewey, Russell, and Whitehead, and more recent critical developments and "counterpoints" to the radition.
Staff

TPS1441H Philosophical Dimensions of Moral Education
This course considers theoretical issues in moral education within the context of an examination of selected contemporary approaches. The role of he teacher in moral education is emphasized and examined in light of interpretations within different approaches and as shaped by heoretical conceptions of the moral realm and views of the objectivity of value judgment. ssues such as relativism, the role of affect and commitment, the nature of moral development, indoctrination, and the teacher as moral agent are also explored in the context of the latter heoretical problems.
D.R. Boyd

TPS1442H Cultural and Racial Difference in Education: Philosophical Perspectives
This course will focus on moral problems that arise when educators seek to address cultural and racial difference and to respect diversity. Such problems will be explored in the context of curriculum choices, teachers' integrity, cultural conflicts, race relations, and power differentials. Attention will be directed to underlying philosophical issues such as conceptions of the moral realm, moral certainty, the meaning and justification of valuing diversity, and indoctrination.
D.R. Boyd

TPS1444H Human Rights and Education in an International Context
How can education contribute to respect for human rights? Human rights violations occur around the world on an alarming scale, and there is need to search for an adequate response. The way in which education in various forms can contribute to finding it will be examined. This course has no prerequisites and is open to students not specializing in Philosophy of Education.
D. Misgeld

TPS1446H The Teacher as Philosopher
This course starts from the assumption that teachers are already philosophers - i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.
D.R. Boyd

TPS1447H Technology in Education: Philosophical Issues
This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature

of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
Staff

TPS1449H The Theory of Law and the Teaching of Law in the Schools
The aim of this course is an examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
Staff

TPS1450H Philosophy of Science and Science Education
This course focuses on discussion of the development and growth of scientific concepts based on actual controversies in science. It is designed for science teachers interested in exploring alternative science curricula.
Staff

TPS1451H Theories of History and Social Inquiry in Education
This course consists of consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application of the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
Staff

TPS1453H Individual Reading and Research in the Philosophy of Education: Master's Level
This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that a
not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related
a thesis topic.
Staff

TPS1459H Creativity and Education
The theoretical frameworks of school programs for gifted students will be studied and related t
more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theorie
the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects
creativity in education will be dealt with and special focus will be placed on areas of stude
interest.
Staff

TPS1462H Women, Literature, and Education
This course focuses on several ways in which literature relates to women and education. wit
an emphasis on feminist concerns pertaining
literary interpretation and pedagogy including
authorial voice, identification, the ethics of literary reading, and the relationship between educational goals and a feminist literary consciousness.
D. Bogdan

TPS1471H Critical Issues in Education: Philosophical Perspectives
This course examines philosophical dimensions of contemporary critical issues in educational practice. Issues selected vary each session examples are destreaming initiatives, court cases about teaching religion in schools, governance and control, and the development of he "common curriculum"), and an effort is made o have as guest speakers practitioners from the ield who are actively dealing with the issue. The aim is to integrate our understanding of these ssues as they are being played out in practice and uncover and analyse some of the underlying philosophical questions.
D.R. Boyd

TPS1480H Religious Pluralism and Education
This course is an examination of major concepts and issues in religion and religious education oday, from a "multi-faith" and pluralistic perspective. The course will explore the nature and significance of religion as a phenomenon of human life; its place in the schools, both public and private, of a pluralistic society; and approaches to religious education.
Staff

TPS1481H Worldview Education
This course examines the role of worldviews in promoting human well-being and how such perspectives are modified over time, both in society and in individual lives. Consideration is given to historical and contemporary answers to some of the "large questions of life" such as the nature of reality, origins, destiny, death, suffering, meaning in life, community, and ecology. An integral aspect of the course is an exploration of the role of education, both formal and informal, in the development of life perspectives.
Staff

TPS1482H The Nature and Development of Religious Knowledge in Education
Amongst other issues, this course examines the similarities and differences between religious concepts, beliefs, and knowledge and other ypes of concepts, beliefs, and knowledge (e.g., empirical, historical, scientific knowledge) from a developmental perspective as derived from the work of Piaget, Fowler, etc. A central issue for he course is the question whether religious education is appropriate within formal education in a pluralistic society and, if so, what is the nature of the knowledge that can properly be the subject of a religious education program.
E.C. Olsen

TPS1484H Philosophy of Literature and Literature Education
This course examines the philosophical underpinnings of reader-response theory, broadly defined. Topics address the epistemology of literary response and its moral/aesthetic/ideological implications and include the relationship of structuralism, poststructuralism, and feminist literary theory to the classroom treatment of literary reading.
D. Bogdan

TPS1485H Literature and Values in Education
This course inquires into the complex relationship between literature and values, including the ethical dimension throughout literary criticism and a philosophical analysis of the educational value of literature. Topics include the justification for and censorship of literature, and a critique of Frye's concept of the educated imagination from a feminist perspective.
D. Bogdan

TPS1487H Critical Discourses of Musical Experience and Education
This course inquires into ways of speaking about the educational value of musical experience as both a private act and a social and cultural phenomenon. Assuming no special musical expertise of its participants, it focuses on the musical reception of western art music from the perspective of the informed listener/audience as educator. It seeks to forge a critical discourse for exploring the ontological, psychological, ethical, social, and political dimensions of musical experience.
D. Bogdan

TPS1488H Feminist Theory, Musical Experience, and Music Education
This course addresses several topics in the application of feminist theory to the fields of musicology, musical reception, and music education.
D. Bogdan

TPS3417H Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy

This course provides a forum for students with some background in feminism, literature, the arts, literary theory, feminist/critical pedagogy, creativity, and/or aesthetics who wish to pursue a research topic in depth. Students should have in mind a relevant topic when they register. Limited enrolment.
D. Bogdan

TPS3436H Aesthetics and Education

This course examines conceptions of aesthetic experience, education for aesthetic awareness, the educational value of art, performance theory and its relationship to the arts and education.
D. Bogdan

TPS3441H Research Seminar in Moral Education: Part I

This is an advanced seminar based on topics covered by TPS 1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
D.R. Boyd

TPS3443H Research Seminar in Moral Education: Part II

This is an advanced seminar based on topics covered by TPS1441 but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
D.R. Boyd

TPS3447H Critical Theory as a Theory of Modernity and Education: I

This is an advanced course in the critical theory of society, with particular emphasis on the thought of the Frankfurt school, especially J. Habermas's work. The central issue will be the relation between Habermas's critical theory, as a theory of modernity, and critiques and interpretations of this position. The significance of critical theory for educational thought will also be considered.
Prerequisite: Permission of instructor.
D. Misgeld

TPS3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Description as for TPS1453H.
Staff

TPS3461H Special Topics in History and Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3490H Ed.D. Seminar in the Histo and Philosophy of Education: I

This is a required research seminar for Ed.D. candidates involving consideration of the problems of historical and philosophical studie in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3491H Ed.D. Seminar in the Histo and Philosophy of Education: II

See description for course TPS3490H.
Staff

TPS3494H Doctoral Practicum in the History and Philosophy of Education:

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3495H Doctoral Practicum in the History and Philosophy of Education:

See description for course TPS3494H.
Staff

Other courses accepted for credit

The following courses are accepted for credit Philosophy of Education. For descriptions, s relevant department course listings.

Curriculum, Teaching and Learning

CTL1101H	Arts and Education: Practice and Theory

Human Development and Applied Psychology

HDP1234H	Foundations of Cognitive Science

Higher Education Program

see page 197)

TPS1820H	The section titled: The University in an International Context: Ethics, Human Rights, Politics
TPS1822H	The Idea of the University and the College

COLLABORATIVE GRADUATE DEGREE PROGRAMS

COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION

This Collaborative Graduate Program provides the opportunity for students enrolled in any of the four participating departments, while meeti all of the requirements for a degree from that department, to also receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The interests of students and faculty involved this Program range from the development of teaching and learning programs and policies dealing with specific educational, social and economic problems to studies of the role of organized learning in the development of large social systems. The experience and interests faculty permit students to study comparativel both formal and non-formal educational programs, for children and adults, as they occ in both developing and developed societies, fr a variety of different theoretical perspectives.

This program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It w also be of interest to international students wh wish to relate their studies at OISE/UT directl their own societies and learning systems. It is available to students enrolling in the M.Ed., M.A., Ed.D., Ph.D. degrees and the relevant program in each of the four cooperating departments:

- Adult Education, Community Development a Counselling Psychology
  - Adult Education Program (the Communit International and Transformative Learnin specialization)
- Curriculum, Teaching and Learning
  - Curriculum Program
  - Measurement and Evaluation Program
  - Second Language Education Program
  - Teacher Development Program
- Sociology and Equity Studies in Education
  - Sociology in Education Program
- Theory & Policy Studies in Education
  - Higher Education Program
  - History and Philosophy of Education Program

cademic coordination is provided by the omparative, International and Development ducation Centre (CIDEC). This Centre also rovides a gathering place to connect students nd faculty with comparative and international ducation interests throughout OISE/UT via a eminar series, print and electronic newsletters, Resource Centre, and a small lounge.

dmission Requirements

pplicants should apply to the appropriate egree program in whichever of the four ollaborating departments corresponds most losely to their general background and nterests, clearly noting the program code on the pplication for Admission Form A(1), section 17. **pplicants are also strongly ncouraged to forward a copy of the pplication for Admission Form - A(1) nd A(2) to the Comparative, nternational and Development ducation Program Coordinator (see elow).**

n addition to meeting the minimum OISE/UT equirements (see Minimum Admission, Program nd Degree Requirements section, pages 26 - 4), and departmental requirements as outlined lsewhere in this *Bulletin*, applicants to this ollaborative Program are ordinarily expected to ave had at least one to two years' experience orking/living in cultural contexts other than rban southern Ontario (or similar settings), or to ave had extensive experience working in ulticultural educational settings (for children or dults).

rospective applicants are **strongly advised** o contact the Collaborative Program Coordinator n advance of submitting their application, to iscuss the relevance of their professional/life xperience to their potential admissibility to this rogram, and its suitability to their own learning oals.

rogram Requirements

ndividual student programs must meet the equirements of both their home department (as utlined elsewhere in this *Bulletin*) and the ollaborative Program. Normally, a careful election of courses will satisfy this requirement ithout any additional course load.

ollaborative Program requirements include ourse selections from the Comparative, nternational and Development Education basic nd specialization courses (distributed within and across the collaborating departments), regular participation in, and contribution to the CIDEC Seminar Series, and (depending upon the degree program and department) preparation of a thesis, research paper, or comprehensive paper related to Comparative, International and Development Education, as certified by a participating faculty member from the home department.

Faculty Advisors

Students will be advised principally by faculty from their home department who also participate in the Collaborative Program. They may also seek advice and information from the Comparative, International and Development Education Centre. Core participating faculty include: B.L. Hall and A. Thomas (AECDCP); F.M. Connelly, J.P. Farrell and D.N. Wilson (CTL); G. Sefa Dei, R.B. Folson, D.W. Livingstone, C.P. Olson and N.N. Wane (SESE); R. Hayhoe and D. Misgeld (TPS)

NOTE: In selecting a thesis supervisor, students are not restricted to faculty from their home department.

A complete and up-to-date list of participating faculty and Comparative, International and Development Education courses, plus details of the Collaborative Program requirements, can be obtained from the Program Coordinator:

Joseph P. Farrell, Head
Comparative, International, and Development
Education Centre (CIDEC)
Telephone: (416) 923-6641 ext. 2361
E-mail: jfarrell@oise.utoronto.ca

ENVIRONMENTAL STUDIES

OISE/UT and the Institute of Environmental Studies (U of T) collaborate in M.A., M.Ed., Ph.D. and Ed.D. degree programs in Environmental Studies. This program is offered out of the Transformative Learning Centre (OISE/UT) and is administered in the departments of Adult Education, Community Development, and Counselling Psychology; Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education.

At the master's level, the arrangement is for students to take between two and four half-credit courses from the courses listed with the Institute of Environmental Studies. Internships for students in this program are sometimes available through the Institute for Environmental Studies. The remaining courses are to be taken from the courses listed at OISE/UT. These courses are to be approved through an Academic Advisor from one of the three participating OISE/UT departments.

The doctoral program consists of eight half-courses. Two to four half-credit courses are to be taken from the courses listed with the Institute of Environmental Studies and the remainder from the three participating OISE/UT departments. The Ph.D. program has a one-year period of required full-time study and the Ed.D. program has a two-year period of required full-time study.

For further information please contact:

Edmund O'Sullivan, Coordinator
Transformative Learning Centre
Adult Education, Community Development and Counselling Psychology
Telephone: (416) 923-6641 ext. 2592
Fax: (416) 923-4749
E-mail: eosullivan@oise.utoronto.ca

David Selby, Curriculum, Teaching and Learning
Telephone: (416) 923-6641 ext. 4540

Margrit Eichler, Sociology and Equity Studies
Telephone: (416) 923-6641 ext. 2276

Roger Hansell, Institute of Environmental Studies, University of Toronto
Telephone: (416) 978-6409

GRADUATE COLLABORATIVE PROGRAM IN WOMEN'S STUDIES (GCWS)

The departments of Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education, as well as other University of Toronto departments, participate in the Graduate Collaborative Program in Women's Studies (GCWS) offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursui of original interdisciplinary research in women' and gender studies and advanced feminist scholarship. The program provides a central coordinating structure to facilitate and disseminate women's studies research throug student and faculty research seminars, colloquia, circulation of work in progress, stud groups, conferences, and publications. The GCWS contributes to the development of an integrated research community in women's studies at the University of Toronto. Applicants to the program are expected to mee the admission and degree requirements of bot their OISE/UT department and the GCWS.

All programs of study should be planned in consultation with the program advisor in the student's OISE/UT home department and with the Program Director of Graduate Women's Studies. (See GCWS address below.)

Further information is available from:
- School of Graduate Studies Calendar
- The student's OISE/UT departmental Liaison Officer
- Program Director of Graduate Women's Stud

Graduate Collaborative Program in Women's Studies (GCWS)
The Institute for Women's Studies and Gender Studies
New College - University of Toronto
40 Willcocks Street
Toronto, Ontario M5S 1C8
Telephone: (416) 946-5561
Fax: (416) 978-5503
E-mail: grad.womenstudies@utoronto.ca
Website: www.utoronto.ca/womens

NOTE: In addition to this university-wide collaborative program, OISE/UT students hav the opportunity to participate in two OISE/UT interdepartmental specializations:
- M.Ed. in Gender Equity in Education
- Women's Studies/Feminist Studies

See pages 221 - 223 of this *Bulletin* for further details.

NTERDEPARTMENTAL GRADUATE SPECIALIZATIONS

Faculty in several departments are collaborating in the development of interdepartmental specializations to facilitate program selection and planning for students who wish to pursue studies in an area of specialization which involves two or more OISE/UT departments. Participating faculty and departments are working toward establishing common courses and comprehensive requirements for these specializations. At this time the five interdepartmental specializations described in this section have been formally established.

Students must still apply to a specific department, but those interested in enroling in an interdepartmental specialization should so indicate on the Application for Admission Form A(1), Section 17.

ABORIGINAL EDUCATION

(pending approval)

The Aboriginal Education specialization at OISE/UT is a collaborative initiative coordinated through the Aboriginal Interdepartmental Initiatives Group linking students and faculty in Departments of Adult Education, Community Development and Counselling Psychology (AECDCP); Curriculum, Teaching, and Learning (CTL); Sociology and Equity Studies in Education (SESE); and Theory and Policy Studies (TPS) (see relevant departmental information pages 50, 161 and 163) as well as involving the Indigenous Education Network (IEN - a collaborative network of students and faculty engaged in Aboriginal Education and Research), the Aboriginal Student Caucus (a collaborative network of Aboriginal students), the OISE/UT Midnorthern Native Focus Centre, Sudbury, and the proposed Aboriginal Education and Research Centre. Faculty supervise master's research projects, qualifying research papers, and both master's and doctoral theses within the focus. Courses are offered at B.Ed., M.Ed., M.A., Ed.D. and Ph.D. levels with anticipation of developing and implementing a community-based Aboriginal Teacher Education program.

This focus addresses current issues, trends, perspectives, and models of Aboriginal education through historical, cultural, spiritual, social and political philosophies and themes. Important in this specialization are roles of schools, media, institutions, organizations, governments and historical and contemporary policy in producing and maintaining conditions of constraint, images of "nativeness", social and class differences, dominance, control politics, and social inequalities in regard to Aboriginal peoples. This specialization is concerned with countering myths about Aboriginal peoples, as well as drawing upon cultural and spiritual philosophies and practices, Elders, and oral traditions, and exploring policies that help protect cultural and linguistic rights. Issues of identities, languages, and stories, and historic and current realities of Aboriginal peoples are taken up in this specialization. Areas of international, national, and local, research, teaching, and practice include Aboriginal perspectives/strategies for self-government, Aboriginal languages, healing and wellness, traditions and peacekeeping, culturally based education, and designing of curriculum as well as Aboriginal educators' lived experiences, structures of formal education for Aboriginal students, tuition agreement issues, Aboriginal self-determination in public education systems, Aboriginal participation and involvement in education councils/committees, assertion of Aboriginal world views and pedagogy in education, and Aboriginal inclusiveness in Native/Aboriginal Studies. Other areas of interest in Aboriginal education are also taken up according to the research interests of faculty and students. This specialization aims to develop and deepen student's capacity to take an Aboriginal oriented perspective to analysis of a variety of pedagogic and theoretical approaches.

Admission Requirements

Applicants must meet the admission requirements of a participating OISE/UT department. (It is possible to apply to more than one department, rank ordering department preference on the application form). Applicants must indicate the program code for Aboriginal Education on the Application for Admission Form A(1), Section 17. Students applying to the SESE department who are interested in this specialization should select the Aboriginal and Indigenous Studies in Education focus. Students applying to the AECDCP department should select the Learning and Teaching specialization.

Program Requirements

Individual student programs must meet the requirements of both the home department and the Aboriginal Education specialization. At least three courses must be taken from the Aboriginal focused courses listed below. Students who choose to work in this specialization and who a required by the home department to complete a comprehensive examination and Major Resear Paper or a thesis may be supervised by facult involved in the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in t Aboriginal Education specialization: E. Anton B. Hall, L. Fitznor, P. Gamlin, and E. O'Sullivar (AECDCP); B. Burnaby and S. Stiegelbauer (CTL); G. Burns, G. Sefa Dei, J. Iseke-Barnes P. Olson, and N. Wane (SESE); D. Corson and J. Magnusson (TPS).

Courses

Aboriginal focused courses that may be count toward the specialization in Aboriginal Educati include: AEC1171, AEC1180; CTL1018, CTL3022 and SES courses listed in the 2970-2980 range. Additional courses of interest to students in this specialization include: AEC1104, AEC1160, AEC1177, AEC3126, AEC3134, AEC3174, AEC3175; CTL3031; SES1902, SES1923, SES1925, SES1950, SES1951, SES1958; TPS1019, TPS1045 and TPS3042. Students may be approved for additional special topics courses with Aborigir content under AEC3131, CTL1799, CTL1999, SES2999, SES3998, and TPS1852.

For further information, contact:

Laara Fitznor, Assistant Professor, Condition
Coordinator, Aboriginal Interdepartmental
Initiatives Group (AIIG)
Telephone: (416) 923-6641, ext. 2345
Fax: (416) 926-4749
E-mail: lfitznor@oise.utoronto.ca
Web site: fcis.oise.utoronto.ca/~Aboriginal-E

Dr. Barbara Burnaby, Professor
Telephone: (416) 923-6641, ext. 2341
Fax: (416) 926-4744
E-mail: bburnaby@oise.utoronto.ca

Dr. Judy Iseke-Barnes, Assistant Professor,
Telephone: (416) 923-6641 ext. 2726
Fax: (416) 926-4751
E-mail: jisekebarnes@oise.utoronto.ca

Dr. George Burns, Associate Professor
Head, Midnorthern Native Focus Centre
31 Tuddenham Ave.
Sudbury, Ontario P3C 3E9
Telephone: (705) 674-8442
Fax: (705) 671-1582
E-mail: gburns@oise.utoronto.ca

DAPTIVE INSTRUCTION

he Departments of Curriculum, Teaching and earning; and Human Development and Applied sychology offer an interdepartmental pecialization in Adaptive Instruction. This rogram examines issues related to the learning haracteristics and education of students with iverse needs in the regular classroom. andidates selecting this specialization develop n understanding of developmental diversity and nstructional strategies that make learning ccessible to children and adults with special eeds. The impact of heterogeneous lassrooms on teachers and teaching is onsidered.

or details, see the Adaptive Instruction section nder each of the above participating epartment's listings, pages 81 - 82 and 135.

dmission Requirements

pplicants are admitted to one of the epartments and must meet the admission equirements of that department. They should ndicate "Adaptive Instruction" as their area of pecialization on their application form.

aculty Advisors

tudents will be advised by faculty from their ome departments who are also participants in e Adaptive Instruction interdepartmental pecialization: A. Jordan, P. Stanovich (CTL) . Geva, T. Humphries, D. Keating, P. Lindsay, .R. Musselman, U. Shafrir, K. Stanovich Wiener and D. Willows (HDAP).

ENDER EQUITY IN EDUCATION

he M.Ed. in Gender Equity in Education is esigned as a specialization for educators who re interested in the professional applications of omen's studies in schools. Though it is oordinated by the Centre for Women's Studies Education (CWSE), it involves faculty and udents in a number of OISE/UT programs. tudents may take the M.Ed. specialization in ender Equity in Education in combination with e listed programs offered by the following epartments:

Curriculum, Teaching and Learning
- Curriculum
- Teacher Development

Sociology and Equity Studies in Education

Theory & Policy Studies in Education
- Educational Administration
- Higher Education
- History and Philosophy of Education

The basis for this specialization includes the large number of feminist scholars on the OISE/UT faculty, the availability of extensive resources on women and schooling as well as curriculum materials in the OISE/UT Education Commons (Library) and in the Women's Educational Resources Collection. The CWSE provides support and facilities to students taking this specialization.

Admission Requirements

Applicants are admitted to one of the departmental programs listed above. They must indicate the program code for Gender Equity in Education on the Application for Admission Form A(1), Section 17. The specialization is especially appropriate for students who are working teachers or otherwise professionally active as educators.

Program Requirements

At least three courses must be taken in the Gender Equity in Education specialization. One of these, "Gender Equity in the Classroom" (taught in the Department of Sociology and Equity Studies in Education), is required. The remaining two may be selected from the list of courses below. Individual student programs must otherwise meet the requirements of the department in which they are registered.

Faculty Advisors

Students will be advised by faculty advisors from their home Department. Staff at CWSE will also be available. In M.Ed. programs which include a Major Research Paper, the Head of the Centre for Women's Studies in Education will be available to supervise. Students are advised to contact staff at the CWSE early in their program to learn more about the specialization and about the support and facilities available to them through the Centre.

For further information, contact:

- **Caralee Price** at CWSE
  Telephone: 923-6641 ext. 2204
  E-mail: cprice@oise.utoronto.ca
  Website:
  www.oise.utoronto.ca/projects/inclusive

- **Paula Bourne**, Coordinator of CWSE
  Telephone: 923-6641 ext. 2368
  E-mail: pbourne@oise.utoronto.ca

Courses

Courses that may be counted toward the specialization in Gender Equity in Education include: AEC1156, AEC1253 and AEC3120; CTL1011, CTL1347, CTL1799, CTL1840, CTL4803; SES1920, SES1951, SES1953, SES1982, SES1987, SES2912 and SES2914; TPS1403, TPS1415, TPS1416, TPS1418, TPS1421, TPS1426, TPS1439, TPS3418 and TPS3029.

TRANSFORMATIVE LEARNING

The Transformative Learning interdepartmental specialization involves faculty and students from several OISE/UT departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments: Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Theory & Policy Studies in Education; and Sociology and Equity Studies in Education.

The specialization is grounded in the assumption that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecology, peace studies, anti-racist education, social justice issues, development studies, indigenous knowledge, native studies, religious studies, world-views and ways of life, social economy, theory of democracy, adult education and social change, participatory research, popular education, feminism, reproductive technologies, alternative futures, international migration, multiculturalism, popular culture, and family change.

Through the specialization its members have links with the International Institute for Global Education, the Faculty of Environmental Studie at York University, the Nicaraguan Institute of Popular Education and Research (INIES), the Global Education Project of the Ontario Teachers' Federation, and a variety of community-based organizations.

Admission Requirements

Applicants must meet the admission requirements of a participating OISE/UT department. (It is possible to apply to more tha one department, rank ordering department preferences on the application form.) Applica must indicate the program code for the Transformative Learning specialization on the Application for Admission Form A(1), Section 1 Students applying to the Department of Curriculum, Teaching and Learning who are interested in this interdepartmental specialization should select the Social Justice and Cultural Studies in Education specializati under the Curriculum programs (see page 83).

Program Requirements

Normally, half of a student's courses must be taken in the home department and half in the Transformative Learning specialization. Usua because of overlap between departmental an specialization course offerings, it is possible t meet this requirement and still take courses elsewhere. Students can take more than the minimum required number of courses in their home department and in the specialization. In cases where the home department requires a comprehensive examination and Major Resea Paper or a thesis, these will as far as possible conducted or supervised by faculty involved i the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in Transformative Learning specialization:
B.L. Hall, A.R. Miles, S. Mojab, J. Quarter, an E.V. O'Sullivan (AECDCP); K. Bickmore, J. Miller, and R.I. Simon (CTL); G. Sefa Dei, M. Eichler, D. Livingstone, and D. Misgeld (T

A student's thesis supervisor need not be fro the home department. However, at least one thesis committee member must be.

Courses

Courses that may be counted toward the specialization in Transformative Learning nclude: AEC1105, AEC1111, AEC1131, AEC1136, AEC1143, AEC1144, AEC1146, AEC1148, AEC3116, and AEC3119; CTL1110, CTL1207, CTL1301; SES1900, SES1903, SES1909, SES1920, SES1921, SES1922, SES1924, and SES2914; TPS1405, TPS1420, TPS1422, TPS1428, TPS1429, TPS1434, TPS1444, TPS1481, TPS1489, TPS4323, and TPS3428.

WOMEN'S STUDIES/FEMINIST STUDIES

Women's Studies/Feminist Studies at OISE/UT nvolves faculty and students from a number of departments who share interests in this large nd growing field of scholarship, activism, and esearch. Students can specialize in Women's Studies/Feminist Studies through master's and doctoral programs in most of OISE/UT's departments. Women's Studies/Feminist Studies faculty in these departments may be onsulted in the design of individualized programs of study.

Programs include courses at OISE/UT and at other departments of the university in the areas of women's/feminist studies, gender relations, nd sex differences and similarities. The bases for this specialization include the large number of feminist scholars on the OISE/UT faculty, a ariety of research projects, the many students working in the area, the Women's Educational Resource Collection, and the Centre for Women's Studies in Education (CWSE), which as a strong and active research program.

NOTE: There is also an interdepartmental pecialization - the M.Ed. in Gender Equity in Education - which is coordinated by the Centre for Women's Studies in Education (CWSE). (See age 221.)

Admission Requirements

Applicants must meet the admission requirements of a participating department. They must also indicate the program code for Women's Studies/Feminist Studies on the Application for Admission Form A(1), Section 17. Students with undergraduate degrees or course-work in women's studies are especially strong applicants for this specialization.

Program Requirements

Individual student programs must meet the requirements of the home department. There are no specific required courses at either the master's or doctoral level. However, it is expected that the majority of the required departmental and extra-departmental courses will be in Women's Studies/Feminist Studies. Courses outside the department will be determined in consultation with the faculty advisor. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the home department so as to meet the degree requirements of the department and of the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Women's Studies/Feminist Studies interdepartmental specialization: M. Laiken, A.R. Miles, S. Mojab, R. Ng, N. Piran, L. Stermac and M.A. Schneider (AECDCP); J. Aitken, K. Bickmore, D. Gérin-Lajoie and E. Smyth (CTL); S. Acker, K. Dehli, M. Eichler, H. Lenskyj, R.R. Pierson, S. Razack, K. Rockhill and D.E. Smith (SESE); N. Bascia, D. Bogdan, J.L. Magnusson, C. Morgan and L. Muzzin (TPS).

In selecting a thesis supervisor, students are not restricted to faculty from their home departments. Students are advised to contact the Centre for Women's Studies in Education (CWSE), early in their program.

Courses

A complete listing of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a handbook available from the Centre for Women's Studies in Education (CWSE).

GRADUATE INTERDISCIPLINARY RESEARCH FOCI

The term *focus* has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE/UT whic may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, an must be receiving basic training in an educational discipline (or disciplines). Howeve applicants interested in one of these areas are encouraged to specify so at the time of application within their Statement of Intent

The foci described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning OISE/UT in relation to their professional roles, interests, and long-term goals.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injusti might be transcended by a critical pedagogy. Substantive research interests include: the relevance and social construction of sexuality, gender, disability, ethnicity, race, language an class to social, educational, and communicati competencies and capacities; critical ethnography; analysis of cultural forms and practices of representation in writing, text, music, film, television, and youth styles; the culture of the school and its communities; glob peace and education; critical multiculturalism and anti-racism in education; Aboriginal education; comparative and Third World education; education and the labour market; th political economy of education; teachers as workers; studies of state formation and moral regulation; ideologies; issues of history, mem and pedagogies of space and time; critical reformulations of humanities curricula; and development of critical and reflexive teaching materials and strategies.

aculty actively working in this focus are:
. Fitznor, A. Miles, S. Mojab, R. Ng,
. O'Sullivan, J. Quarter and D. Schugurensky
AECDCP); K. Bickmore, C. Conle, D. Corson,
. Cummins, J-A. Dillabough, D. Gérin-Lajoie,
. Goldstein, D. Hodson, M. Kooy, R. Morgan,
. Pedretti, D. Selby, R.I. Simon and P. Trifonas
CTL); G. Burns, K. Dehli, G. Sefa Dei, M. Heller,
Iseke-Barnes, H. Lenskyj, D.W. Livingstone,
.P. Olson, S.H. Razack and K. Rockhill
SESE); D. Bogdan and C. Morgan (TPS).

terested students may consult Roxana Ng
ECDCP).

TUDES EN FRANÇAIS

Département de curriculum, d'enseignement
d'apprentissage, en collaboration avec le
ntre de recherches en éducation franco-
tarienne, offre un programme multidisciplaire
M.Ed. qui s'intitule «Études franco-
tariennes en éducation» et qui se donne
tièrement en français par le biais de
ducation à distance. Trois cours sont
ligatoires. Il s'agit des cours CTL1000
ndements des programmes scolaires,
S1900 *Introduction à la sociologie de
ducation* et un cours de méthodes de
cherche (quantitative, CTL2007 ou qualitative,
L1306). Quelques cours sont aussi offerts
place à Toronto. Il est à noter que le
gramme à distance est ouvert également à la
ntèle étudiante de Toronto.

ur de plus amples détails sur les cours de ce
gramme, veuillez consulter les sections
epartment of Curriculum, Teaching and
arning» et «Department of Sociology and
uity Studies in Education». Les étudiants et
étudiantes doivent tenir compte des
nditions d'admission en vigueur au
partement de curriculum, d'enseignement et
pprentissage. Pour tout renseignement,
illez contacter le *Bureau de la coordonnatrice
la programmation en français* au poste 2290,
le *Bureau du registraire de l'IEPO/UT*, au
te 2608.

FOUNDATIONS OF EDUCATION AND SOCIETY

This planned focus will offer mature professionals an opportunity to pursue an interdisciplinary master's level degree together with an intellectual peer community. As currently envisioned, course offerings will combine a broadly-based portfolio of courses in social sciences and humanities, examining major issues in contemporary education and society. The heart of this focus will be a unique opportunity for the student cohort to consider these issues in a special seminar setting.

Interested students are encouraged to contact:
Prof. David Levine, Department of
Theory & Policy Studies in Education
Telephone: (416) 923-6641 ext. 2509
E-mail: dlevine@oise.utoronto.ca

GLOBAL EDUCATION

Global education is an holistic paradigm of education predicated upon the interconnectedness of communities, lands and peoples, the interrelatedness of all social, cultural and natural phenomena, the interlocking nature of past, present and future and the complementary nature of the cognitive, affective, physical and spiritual dimensions of the human being. It addresses issues of citizenship, development, equity, health, peace, social justice, and environmental sustainability. Its scope encompasses the personal, the local, the regional and bioregional, the national and planetary. Congruent with its precepts and principles, its methodology is experiential, interactive, learner-centred, democratic, convivial, participatory and change-oriented.

Work in curriculum and professional development is undertaken with K-12 teachers and in non-formal and adult/community educational settings. Teaching, research and development work are undertaken across Canada and in partnership with universities, non-governmental organizations and ministries of education in the developing world (often under the auspices of United Nations bodies).

Faculty involved include: K. Bickmore, M. Evans, T. Goldstein, J. Myers and D. Selby.

Information on courses is available from:
Sonia Hopwood
252 Bloor Street West, Room 10-110
Telephone: (416) 923-6641 ext. 2863

LANGUAGE AND CRITICAL PEDAGOGY

Linguistic and cultural diversity has always characterized human societies and has played a central role in mediating power relations between dominant and subordinated groups. In the subordinated Canadian context, the suppression of the languages and cultures of First Nations and Inuit peoples, of francophone and immigrant minorities, and of the deaf has contributed substantially to social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

Students who are interested in exploring how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within education are encouraged to consult with the following faculty members: J. Cummins, D. Gérin-Lajoie, N. Labrie and R. Morgan (CTL); D. Corson (TPS); M. Heller (SESE).

LEARNING AND WORK

This focus is devoted to pursuing critical investigations of all aspects of learning that may be relevant to work. Learning includes formal schooling and continuing education courses, but also informal self-directed and collective learning in workplace, household and community spheres. Work includes various forms of paid employment, domestic labour and community volunteer activities. Many aspects of learning-work relations are addressed: connections between early family socialization and career choices, learning and the creation of socially responsible work, economic restructuring and technological education, as well as the treatment of work in school curricula, the relevance of vocational schooling and informal learning for getting a job, the array of continuing and informal learning activities in work organizations, comparisons of the learning practices involved in housework and paid employment, systemic underemployment of learning capacities in relation to class, gender, racial, generational and other social differences, learning practices of unemployed people, and the democratization of learning and work.

Most faculty teaching in this focus are associated with either the Learning, Work and Change focus in the Department of Sociology and Equity Studies in Education or the Workplace Learning and Change focus in the Department of Adult Education, Community Development and Counselling Psychology. Much of the relevant research is conducted through the Centre for Study of Education anc Work, and the Research Network for New Approaches to Lifelong Learning, which bring together researchers and practitioners from across Canada.

OISE/UT faculty associated with this focus include: B. Hall, M. Laiken, S. Mojab, R. Ng, J. Quarter, D. Schugurensky, A. Thomas and A. Tough (AECDCP); S. Acker, G. Burns, K. Dehli, G. Sefa Dei, E. Harvey, D. Livingsto and P. Olson (SESE); D. Corson (TPS)

For information about focus activities, contac
David Livingstone, Department of Sociology
Equity Studies in Education, OISE/UT
Telephone: (416) 923-6641 ext. 2703
Fax: (416) 926-4751
E-mail: dlivingston@oise.utoronto.ca

OR

Jack Quarter, Department of Adult Educatior
Community Development and Counselling
Psychology, OISE/UT
Telephone: (416) 923-6641 ext. 2576
E-mail: jquarter@oise.utoronto.ca

THE NATURE AND DEVELOPMENT O LITERACY

Literacy is a term that denotes forms of competence and sociocultural relations important in understanding and participating the notational systems of modern society. T focus is concerned with the forms of thinking the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this focus include: literacy, language and learning; liter and the structure of competence; literacy an knowledge-building; literacy and political formations; assessment of literacy; the soci contexts of adult literacy; culture, context, a second-language learning; literature and literacy; literate computer environments; lite and gender; social literacies; the sociocultur organization of literacy events; and critical literacy.

aculty involved in teaching and research on teracy include: J.A. Draper and B.L. Hall AECDCP); J. Aitken, D. Booth, B.J. Burnaby, . Cumming, L.D. McLean, R. Morgan, 1. Scardamalia, and C.G. Wells (CTL); . Bereiter, A. Biemiller, E. Geva, .E. Stanovich, and D.M. Willows (HDAP); 1. Heller and K. Rockhill (SESE); . Bogdan and D. Corson (TPS).

tudents are encouraged to refer to program equirements in their home department.

ourses of possible interest include: CTL1003, TL1004, CTL1005, CTL1006, CTL1008, TL1009, CTL1301, CTL1803, CTL1805, TL1860, CTL1921, CTL3015, CTL3017 and TL3020; HDP1285, HDP1286, HDP1290, DP1299, HDP3209, HDP3286, HDP3292, DP4271, HDP4275, HDP4280, HDP4292, DP4924, HDP5281, and HDP5284; SES1910, ES1952, and SES1956; TPS1045, TPS1462, PS1484, TPS1485, and TPS3436.

r information about focus activities, contact G. Wells (CTL) or E. Geva (HDAP).

RESEARCH AND FIELD ACTIVITIES

RESEARCH AND DEVELOPMENT PROGRAMS

The research and development programs of OISE/UT foster improvement in Ontario education and complement the academic programs of OISE/UT departments. OISE/UT research and development program is among largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Student may participate in research and development projects through graduate assistantships or through joint research designed as a portion c their graduate program.

Findings of completed studies are often published by OISE/UT or by the sponsoring agency, or appear in journals produced by OISE/UT (*Curriculum Inquiry, Orbit, Resourc for Feminist Research/ Documentation sur la recherché féministe*), in international journals in other publications. OISE/UT Research Reports can be found in the OISE/UT Educati Commons Library.

RESEARCH AND DEVELOPMENT CENTRES

The departments noted in each of the followir descriptions currently offer graduate studies programs which are congruent with the resea and development work of centre faculty who major appointments in the departments concerned. For more information about the w of any of the centres and related courses, please contact the respective centre.

•Centre for the Advancement of Measurement, Evaluation, Researcl and Assessment (CAMERA)

Head: Tony C. M. Lam
Department: CTL
Location: 252 Bloor Street West, Room 11-2
Telephone: (416) 923-6641 ext. 3225

CAMERA was created in the summer of 199 within the CTL Department. The Centre is dedicated to the goal of fostering ideas and research that address issues in the areas o theoretical and applied measurement, large- scale and classroom-based assessments, program and system evaluations, research methods, data analysis procedures, and rel natters. The centre draws together OISE/UT's aculty and external researchers and ractitioners to engage in projects of common nterest, to share and exchange perspectives, nd to work collaboratively to resolve nethodological problems in measurement, valuation, research and assessment.

entre for Applied Cognitive Science CACS)

lead: Marc Lewis
epartment: HDAP
ocation: 252 Bloor Street West, Room 9-170
elephone: (416) 923-6641 ext. 2443

hrough a number of research and development rojects the CACS explores cognitive structures nd cognitive processes in a variety of content omains. CACS is characterized by attempts to tegrate contributions from a number of fields, cluding psychology, linguistics, philosophy, nd computer science, to the study of human evelopment and education. CACS is also volved in the development of instructional pproaches based on cognitive theory and mputer technology.

ne Centre hosts a number of regular research eminars and group meetings, devoted to articular topics, in which students are invited to articipate. It is home to principal investigators a number of large-scale inter-related research ograms, including the National Centre of xcellence Program on Telelearning, The anadian Institute of Advanced Research uman Development Program, and the niversity of Toronto's Knowledge Media Design stitute.

entre for Franco-Ontarian Studies CFOS)

ead: Normand Labrie
epartment: CTL, SESE
cation: 252 Bloor Street West, Room 6-106
elephone: (416) 923-6641 ext. 2323
x: (416) 926-4714
mail: nlabrie@oise.utoronto.ca
ebsite: www.oise.utoronto.ca/CREFO/

ne CFOS conducts research relating to the ecific needs of the French-speaking students d educators of Ontario. Current projects cus on curriculum and sociological/anthropological aspects of Franco-Ontarian education, particularly on critical pedagogy, multilingualism and social differences, social processes of exclusion and inclusion, language planning, and policy issues. In addition, the CFOS provides direct services to schools and boards, and publishes an information bulletin, *l'info créfo.*

•Centre de recherches en éducation franco-ontarienne (CREFO)

Directeur : Normand Labrie
Department : CTL, SESE
Téléphone : (416) 923-6641 poste 2323
Télécopieur : (416) 926-4714
Courrier électronique : nlabrie@oise.utoronto.ca
Lieu: 252 rue Bloor Ouest, 6-106
Website: www.oise.utoronto.ca/CREFO/

Le CREFO effectue des recherches qui répondent tant aux besoins particuliers des étudiantes et étudiants qu'à ceux des enseignantes et enseignants francophones de l'Ontario. Les recherches portent surtout sur le curriculum et l'aspect sociologique et anthropologique de l'éducation franco-ontarienne, plus particulièrement sur la pédagogie critique, le plurilinguisme et les différences sociales, les processus d'exclusions et d'inclusions, les relations entre école/communauté et les questions ayant trait à l'aménagement et aux politiques linguistiques. De plus, le CREFO publie un bulletin d'information, *l'info créfo.*

•Centre for Independent Visual Media and Education

Head: Kathleen Rockhill
Department: SESE
Location: Room 12-262
Telephone: (416) 923-6641 ext. 2393
E-mail: krockhill@oise.utoronto.ca

The central aim of the Centre for Independent Visual Media and Education (CIVME) is to foster critical and innovative connections among educators, cultural theorists and artists working in film, video and a variety of visual and cultural media. During the past fifteen years, the Graduate Interdisciplinary Research Focus in Critical Pedagogy and Cultural Studies has provided a space for exploring the literature of cultural theory in the context of the problematics of education. An increasing number of graduate and teacher education students are linking their work as educators, cultural producers and cultural critics into a new hybrid with rich potential for education.

In the past five years Toronto has secured an international reputation as a hub for independent film, video and cultural work which is now being showcased at festivals such as Desh Pardesh, Festival of South Asian Art, Politics and Culture, the Images Festival of Independent Film, the Inside/Out Festival of Lesbian and Gay Film, and the Planet Africa and Sprockets Children's program of the Toronto International Film Festival. These rapid developments in academic theory, independent cultural production and student interest suggest an important potential for new approaches to education which takes up questions of equity, difference and power.

Objectives:
- a) to provide support for work in cultural studies through programs which foster theoretically informed debate about using independent visual and cultural media in education
- b) to foster a variety of collaborations which link OISE/UT graduate and teacher education programs with community-based film, video and cultural festivals and resource centres
- c) to develop research projects which investigate the problematics of using independent visual media in education which takes up questions of equity, power and difference
- d) to foster research on innovative collaborations between preservice and graduate educators, visual artists and cultural theorists
- e) to develop networks which facilitate access to visual and textual resources in cultural studies for students, teachers, researchers and cultural workers.

•Centre for Integrative Anti-Racism Studies (CIARS)

Head: George Sefa Dei
Department: SESE
Location: 252 Bloor Street West, Room 12-270
Telephone: (416) 923-6641 Ext. 2513
E-mail: gdei@oise.utoronto.ca

The mandate of this Centre is to initiate a strong teaching, research and development focus that underscores the theoretical underpinning of the department in the areas of race, social difference and equity. CIARS offers an academic and research program directed both the graduate and pre-service students at OISE/UT. It undertakes a concerted outreach effort, linking its work to scholars in centres within OISE/UT and the University of Toronto, national and international centres with similar concerns and to schools and community organizations. It also serves as a resource centre for consultation on community concern both inside and outside the immediate realm o formal education: that is education broadly defined to include social welfare, law, media a the arts.

•Centre for Leadership Development

Contact: Vashty Hawkins
Department: TPS
Location: 252 Bloor Street West, Room 6-186
Telephone: (416) 923-6641 ext. 2721
Fax: (416) 926-4752

The Centre for Leadership Development enga in research on different aspects of leadership and processes of educational change. Long-term projects are underway with respect to different forms of leadership and their effects the nature of expertise in the problem solving leaders, and the relationship between culture, organizational learning and leadership. From time to time, the Centre also engages in resea on the effects of various educational policies. This research is usually carried out in the context of major school reform efforts, and is intended to offer guidance to those implemen such reforms, as well as to identify implicatio for effective leadership.

Another aspect of the Centre's work is the design and implementation of OISE/UT's Principal Certification Program as well as inservice programs for school and district administrators.

entre for Studies in Science, athematics & Technology Education

ead: Derek Hodson
epartment: CTL
ocation: 252 Bloor Street West, Room 11-258
elephone: (416) 923-6641 Ext. 2635
-mail: derekhodson@oise.utoronto.ca

ne Centre for Studies in Science, Mathematics nd Technology Education, established with the nancial support of Imperial Oil, provides major pportunities for faculty members, graduate udents and research officers to engage in llaborative research and curriculum evelopment, and enables one serving teacher er year to be seconded to work within the entre. The diverse activities of the Centre are pected to have immediate and significant pact on science, mathematics and technology rriculum practice both in Ontario and roughout Canada. In furthering its commitment being a significant voice in international ebate on science, mathematics and technology lucation, the Centre has undertaken a major blishing function (including publication of the *anadian Journal of Science, Mathematics and echnology Education*) and will seek to develop llaborative research projects with groups tside Canada.

e following Faculty will contribute to the work the Centre: Larry Bencze, Rina Cohen, Don aser, Don Galbraith, Gila Hanna, Jim Hewitt, erek Hodson, Brendan Kelly, Doug McDougall, minia Pedretti, Marlene Scardamalia, Earl oodruff and Elgin Wolfe.

e Centre website, outlining current research tivities and future plans, can be viewed at p://smt.oise.utoronto.ca .

ntre for the Study of Education and ork

ad: David Livingstone
partment: SESE
cation: 252 Bloor Street West, Room 12-252
lephone: (416) 923-6641 Ext. 2703
mail: dlivingston@oise.utoronto.ca

e Centre for the Study of Education and Work nducts research and policy studies which cument relations between informal rning/schooling/further education and id/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. The centre is associated with the SSHRC-funded national research network for New Approaches to Lifelong Learning (NALL), as well as with the interdepartmental research focus on Learning and Work and the departmental focus in Learning, Work and Change.

•Centre for Teacher Development

Head: Michael Connelly
Department: CTL
Location: 252 Bloor Street West, Room 10-141
Telephone: (416) 923-6641 ext. 3085

The Centre for Teacher Development offers a graduate specialization in teacher development, engages in research and development projects, and facilitates initial and inservice teacher education activities. In addition, the Centre supports post-doctoral fellowships for outstanding scholars and encourages visiting professorships. Teacher development integrates personal, collaborative, and organizational experiences in a lifelong pursuit of professional growth. Faculty interests include gender issues, women in education; multiculturalism; teacher development; career development; professional knowledge; action research; narrative and story telling; research on teaching; collaboration; and the contemplative practitioner. The Centre sponsors the publication of *Curriculum Inquiry*, Canada's leading educational journal and publishes *Among Teachers*, a teacher based inquiry journal. Students who wish to specialize in teacher development should apply through the Department of Curriculum, Teaching and Learning, indicating clearly in their Statement of Intent and by completing the Application for Admission Form A(1), section 17, that they wish to be considered for admission to the Centre for Teacher Development. Those who wish to apply through any other OISE/UT department must first contact the chairperson of that department. For additional information, please contact the Centre Head, Michael Connelly.

•Centre for Women's Studies In Education (CWSE)

Head: Dorothy Smith
Department: SESE
Location: 252 Bloor Street West, Room 12-256
Telephone: (416) 923-6641 ext. 2237
Coordinator: Paula Bourne
Location: 252 Bloor Street West, Room 2-230
Telephone: (416) 923-6641 ext. 2368

The Centre conducts, promotes, and distributes research in women's studies. Recent and current projects include: the Women's Educational Resources Collection; the periodical *Resources for Feminist Research/ Documentation sur la recherché féministe;* the Canadian Women's Periodical Indexing Group; Canadian Women's History; Sexual Harassment Resources for Elementary Schools; A Feminist Critique of Schooling; Redesigning Professional Education for Gender Equitable Schooling; Women and Professional Education, Professional Women Historians in Canada, Canadian Women's Issues, Educational Campaign to Combat Date and Acquaintance Rape on College and University Campuses, Training packages on Violence for Elementary Teachers, BAITWorm (**B**iology **A**s **I**f **T**he **Wor**ld **M**attered). Information on all projects is available at the Centre.

The holder of the annual Dame Nita Barrow Distinguished Visitor position in Women and Development and Community Transformation is housed at the Centre. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside OISE/UT in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside OISE/UT, and lunch-bag seminars feature visiting scholars, OISE/UT students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside OISE/UT.

A complete list of OISE/UT's feminist courses is available from the Centre Secretary, as is a list of CWSE Publications. For further information regarding graduate studies in the area, see Gender Equity in Education (pages 221 - 222) and Women's Studies/ Feminist Studies (page 223) in the Interdepartmental Graduate Specializations section; and Feminist Studies and Gender Relations in Education in the Department of Sociology and Equity Studies i Education (page 161).

•Comparative, International, and Development Education Centre (CIDE

Head: Joseph P. Farrell
Department: CTL
Location: 252 Bloor Street West, Room 10-13
Telephone: (416) 923-6641 ext. 2362

The mandate of this Centre, formally establis in 1989, is to coordinate, consolidate, and expand OISE/UT's work in comparative, international, and development education through research, field services (both in Cana and in developing nations), and graduate teaching. OISE/UT staff and students engag a significant amount of international and comparative work in their own specialties (ov third of OISE/UT faculty have had significant international experience) and the amount of s work is increasing. Part of the Centre's mand is to further such international work, and to organize information regarding the internatio work of OISE/UT staff and students and mak available to all members of the OISE/UT community and the Ontario education commu generally. For information regarding the alre existing graduate studies opportunities in thi area within OISE/UT, see the Collaborative Graduate Degree Program in Comparative, International, and Development Education, which this Centre coordinates, in the section Collaborative Graduate Degree Programs, pages 216 - 217.

•International Centre for Educational Change (ICEC)

Co-Directors: Andy Hargreaves and Lorna E
Department: TPS
Location: 252 Bloor Street West, Room 6-11
Telephone: (416) 923-6641 Ext. 2426
E-mail: ahargreaves@oise.utoronto.ca
OR learl@oise.utoronto.ca

The International Centre for Educational Cha (ICEC) is a group of scholars and field developers within the Ontario Institute for Studies in Education of the University of Toronto, who work together to investigate,

iitiate, support and speak out with integrity and
uthority on changes and reforms in education,
ocally, nationally and across the world.

CEC contains, brings together and capitalizes
n the expertise and reputation of some of the
orld's leading scholars and researchers on
ducational change. Centre staff are involved in
esearch and development projects in Canada,
e United States, Hong Kong, Australia, Britain
nd Europe. The Centre is made up of 7 faculty
om three departments and 2 field centres, as
ell as a number of Associates and graduate
udents, who work collaboratively on
verlapping projects. The current project budget
tracted to the Centre is $1.17 million. During
s short existence, the Centre has produced the
ternational Handbook of Educational Change,
unched a new international *Journal of
ducational Change* [**www.wkap.nl/
ournalhome.htm/1389-2843**], edited and
ontributed to the *1997 ASCD Yearbook,
ethinking Educational Change with Heard and
lind* which is distributed to over 250, 000
ducators, and edited a new book on *The
vidence of Educational Change* (Falmer Press)
volving all Centre staff that will be published in
00. The Centre staff are involved in
ollaborative teaching, new courses in
ducational change, and increasingly integrates
aduate students into its research programs.

ternational Institute for Global ducation (IIGE)

irector: David Selby
epartment: CTL
ocation: 252 Bloor Street West, Room 10-110
elephone: (416) 923-6641 ext. 2863

e Institute, a cross-departmental centre with a
incipal attachment to Curriculum, Teaching and
earning, was established in 1992 to contribute
the growth of global education in Canada and
ternationally through teaching programs,
nsultancy, curriculum development and
search. In addition to offering courses at the
tial teacher education level and at the
aduate level, IIGE faculty provide professional
velopment services for elementary and
condary schools through partnerships with
hool boards, other universities, national and
ernational non-governmental organizations,
ited Nations bodies and ministries of education. Research and development projects include the support of global education and national curriculum renewal initiatives in countries in Central and Eastern Europe, Latin America and the Middle East and North Africa.

The Institute promotes dialogue between global educators worldwide and welcomes visiting scholars. Faculty interests include anti-discriminatory education; basic and life skills education; citizenship education; education for development; environmental education, futures education; health education; humane education; human rights education; intercultural and multicultural education; education for peace and social justice; education for international understanding; inclusive, interactive and participatory pedagogies.

The Institute houses a collection of specialist resources on global education. Pamphlets and fliers on IIGE, together with details of courses taught by IIGE faculty and lists of IIGE publications (including activity-based resources for teachers) are available from the Institute Secretary.

•The Dr. R.G.N. Laidlaw Research Centre (LRC)

Director: Richard Volpe,
Department: HDAP
Location: 45 Walmer Road (ICS)
Telephone: (416) 934-4513

As the research division of the Institute of Child Study, the Centre conducts interdisciplinary research on child development. Participating researchers from education, psychology, social work, sociology, psychiatry, family law and other academic fields collaborate on various projects. Current investigations deal with cognitive development, math-science education, integrating children's services, exemplary kindergarten practice, the impact of family conflict on children, the adaptation of refugee children, increasing the effectiveness of reading instruction, the integration of special needs students, uses of television in preparing children for school, children's rights, child abuse, and self-regulatory processes in the classroom. Research facilities, computer support, conferencing, and clerical assistance are provided through the Centre. Post-doctoral fellows and graduate students participate in all aspects of Centre activities. Bimonthly "work in progress" seminars provide members with opportunities to share findings and receive critical feedback. A prospectus describing the priorities, research and publications of the Centre is available upon request.

•Modern Language Centre

Head: Alister Cumming
Department: CTL
Location: 252 Bloor Street West, Room 10-237
Telephone: (416) 923-6641 ext. 2538
Website: www.oise.utoronto.ca/MLC

The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, immigrant settlement and heritage and Aboriginal language issues. The Centre's resource collection on second-language pedagogy, theory and research is located on the ground floor of the OISE/UT Education Commons.

•Transformative Learning Centre (TLC)

Head: Edmund O'Sullivan
Department: AECDCP
Location: 252 Bloor Street West, Room 7-181
Telephone: (416) 923-6641 Ext. 2592
E-mail: eosullivan@oise.utoronto.ca

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. It looks at ways of combining inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. Transformative learning "is a process of learning, whether formal, non-formal or informal which begins with the daily lived experiences of women and men living in communities. Transformative learning relates personal and structural perspectives and seeks understanding of relationships of power and knowledge...Learning implies dynamic, lifelong processes of discovering and re-discovering what we know about nature, and how we teach and learn form one another within our different environments" (Hall and Sullivan, 1994)

Objectives:
1) to strengthen the theory and practice of transformative learning in the fields of Adul Education and Environmental Learning
2) to foster joint community-university partnerships in adult education research a field development
3) to support preservice and graduate instruction in Environmental Adult and Community Education
4) to provide a means for faculty and student participation in specific national and international policy networks requiring membership from a joint community-university base
5) to provide opportunities for student resear and involvement in community-based settings both locally and internationally

FIELD DEVELOPMENT ACTIVITIES

The purpose of OISE/UT's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE/UT's Office of Research and Field Activities administers seven regional Field Centres. Two of the centres (Ottawa and Sudbury) provide services for francophone clients.

Because of their geographical location and their close association with the schools in their egion, the Field Centres provide the main focus f OISE/UT's field development effort. However, OISE/UT as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres n turn make an important contribution to raduate studies by teaching distance education nd off-campus courses, and to research and evelopment through local research projects.

he activities of the Field Centres are determined ollaboratively by centre staff and regional epresentatives, taking into account regional ontexts and special needs as well as the ndividual expertise of the centre staff. Each entre has a small staff, generally not more than ne or two people. There are consequently onstraints on the assistance which the staff an offer, and they prefer activities that will have idespread influence in their regions. Some xamples of field centre activities are given in ne descriptions of individual centres below.

IELD CENTRES

he following is a list of the seven Field Centres hroughout Ontario. The departments listed with ach centre currently offer off-campus courses that region. For more information on OISE/UT ourses, both off- and on-campus, contact the entre in your area.

ead, Field Division and
o-ordinator, Technology-Mediated and
ff-Campus Programs:
ayne Seller, Thunder Bay
orthwestern Centre
elephone: (807) 475-8110
ax: (807) 475-8149

•Centre de recherches en éducation du Nouvel-Ontario (CRENO)
Centre communautaire Assomption
360, rue Perreault, Salle 1
Sudbury, Ontario P3B 2M7
Directeur: Denis Haché
Téléhone: (705) 674-5740
Télécopieur: (705) 674-3130

Le CRENO dispense ses services aux éducateurs et éducatrices de langue française du Nord de l'Ontario. Ces services comprennent des cours en sciences de l'éducation aux cycles supérieurs (Études franco-ontariennes en éducation) offerts en français, ainsi que des engagements dans des domaines de recherches qui reflètent les besoins du milieu scolaire. Les secteurs de la formation et du développement professionnel, de la planification stratégique, de la qualité en éducation, de l'éducation à distance, de l'amélioration scolaire, de l'éducation en milieu minoritaire, de la vitalité ethnolinguistique et d'animation culturelle figurent parmi les activités prioritaires du centre.

•Midnorthern/Northeastern Centre Sudbury Office
31 Tuddenham Avenue
Sudbury, Ontario P3C 3E9
Contact: George Burns
Telephone: (705) 674-8442
Fax: (705) 671-1582
E-mail: gburns@oise.utoronto.ca
Department: Sociology and Equity Studies in Education (SESE)

Located in Sudbury, the Midnorthern Native Focus Cente works in close cooperation and collaboration with other centres comprising the Field Division; The Indigenous Education Network (IEN); the Department of Adult Education, Community Development and Counselling Psychology (AECDCP); school boards; First Nations and other Aboriginal organizations. The faculty and research personnel take an integrated approach to graduate studies, research, and field development using the perspectives, concepts, ideas, and methods of classical sociology, the new sociology of education and Native world views. These guide a range of large-scale and small-scale projects relating to equity, relevance and excellence in education pertaining to Native children, youth and adults. Most graduate course offerings are in Sociology and Equity Studies in Education focussing on Native education issues. Centre faculty supervise master's research projects, Qualifying Research Papers, and both master's and doctoral theses.

•Midnorthern/Northeastern Centre
North Bay Office
Canadore College
Commerce Court Campus
100 College Drive
North Bay, Ontario P1B 8K9
Contact: Bruce Cassie
Telephone: (705) 474-7600 ext. 6553
Fax: (705) 472-7169

The North Bay office offers expertise in staff development, system-wide evaluation, interdisciplinary approaches to curriculum development and implementation, business/industry/education linkages, leadership/management issues, career decision making, student problem solving, and site-based management. A special focus, in collaboration with the Sudbury office, is the establishing of links with the region's First Nations leaders. The North Bay office also works closely with the Northern Centre for Instructional Leadership (NCIL) in the areas of planned educational change and leadership, with the office providing research in initial and inservice teacher education, fieldwork, and consultation. Where demand exists, faculty teach off-campus courses in their area of specialization.

•Midwestern Centre
51 Ardelt Avenue
P.O. Box 68
Kitchener, Ontario N2G 3X5
Contact: Lynne Hannay
Telephone: (519) 579-0780
Fax: (519) 579-8370

Over the past six years, the Centre has been analysing changing roles of secondary school staff resulting from restructuring. Ongoing investigation of the role of department heads has contributed significant findings to both researchers and practitioners. The Centre has also been involved in facilitating action research through professional development programs based in individual boards and through graduate education.

•Northwestern Centre
Agnew H. Johnston School
145 Churchill Drive
Thunder Bay, Ontario P7C 1V6
Contact: Wayne Seller
Telephone: (807) 475-8110
Fax: (807) 475-8149

The Northwestern Centre focuses on assisting schools and school systems in understanding planning and implementing change. By conducting research and field development projects with local practitioners, Centre facult help to ensure that initiatives such as site bas management, school councils, and new curriculum policy and programs are implement in a manner consistent with the context and culture of the local jurisdictions. Through its partnership with the Northern School Resourc Alliance, the Centre's work in professional development focuses on the identification and enhancement of skills required by administrators, department heads, teachers a others. Centre faculty teach Curriculum cour via distance education, particularly through computer conferencing.

•Ottawa Valley Centre
60 Tiverton Drive
Nepean, Ontario K2E 6L8
Contact: Marie-Josée Berger
Telephone: (613) 224-0561
Fax: (613) 228-7074
Department: Curriculum, Teaching and Learni
and Sociology and Equity Studi
in Education

The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west the Kingston area. Activities include worksh consultation, and joint research projects with school boards in the areas of learning assessment strategies, program reviews, an research design and data analysis. Topics of interest include alternative learning assessm strategies in the classroom, and stages of writing maturation.

entre régional d'Ottawa

0, prom. Tiverton
lepean, Ontario K2E 6L8
irectrice: Marie-Josée Berger
éléphone: (613) 224-0561
élécopieur: (613) 228-7074
epartment: de curriculum, d'enseignement et d'apprentissage et de sociologie et d'études de l'équité en éducation

e Centre régional d'Ottawa offre des services ux conseils scolaires de la région de l'est de Ontário. Ces services comportent rincipalement des ateliers, des consultations, es projets de recherche menés conjointement vec les conseils scolaires dans le champ des tratégies d'évaluation des apprentissages, examen de programmes pédagogiques, les chèmes d'expérimentation et l'analyse de onnées. Parmi les sujets traités, on compte ntre autres les pratiques d'évaluation en salle e classe, et l'évolution des habiletés de roductions écrites.

outhern Centre

ISE/UT
52 Bloor Street West
oronto, Ontario M5S 1V6
ontact; Jack Miller
Dennis Thiessen
elephone: (416) 923-6641 ext. 2633
ax: (416) 926-4744

he Southern Centre's work is primarily in three reas: the holistic curriculum, staff evelopment, and curriculum and school hange. The Centre is involved in both off-ampus and on-campus research, teaching, and rojects in these areas.

•Trent Valley Centre

Box 719, 633 Monaghan Road South
Peterborough, Ontario K9J 7A1
Contact: John Ross
Telephone: (705) 742-8827
Fax: (705) 742-5104

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' ability to learn from peers, student assessment, professional development programs for teachers and others, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs in Curriculum, Teaching, and Learning with a special interest in programs designed in collaboration with school systems to improve school practice.

FEES

For students to be registered, tuition fees must be paid. Note that fees are subject to change by the Governing Council of the University of Toronto.

ACADEMIC FEES STRUCTURE

Because the course of study in many graduate departments is unstructured and often cannot b described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Fall and Winter Sessions also covers the Summer Session, except for part-time Special Students and for certain degree students.

All academic programs specify a minimum period of registration defined as the shortest length of time a student must be registered in that program, on a full-time basis, in order to qualify for the degree. For master's degree students, the minimum period of registration is stated on the student's letter of acceptance. This period establishes the minimum degree fee which must be paid before graduation.

Upon completion of this time period, a full-time student is expected to continue to register annually until all degree requirements have been completed. **The full-time student fee is charged to full-time students for the minimum period of registration and all subsequent registrations.**

Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time tuition and incidental fees until all other requirements have been fulfilled.

Master's candidates must, in the session in which they complete degree requirements, pay additional fees if necessary such that in total their fees equal the minimum degree fees applicable.

NOTE: If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be entitled to/issued any refund of those fees.

EGREE FEES

he length of the program into which students re admitted predetermines the minimum total cademic fee that they must pay prior to raduation; this fee is called the "Degree Fee".

t the time of graduation, the cumulative rogram fees paid by a master's student are alculated and, if the total is less than the egree Fee, the student must pay the fference. This additional fee is most commonly harged to part-time degree students who take a eavy course load during the Fall and Winter essions and/or take courses in the Summer ession.

ıll-time students who accelerate their programs nd finish the degree requirements in less time an the normal program length must pay an lditional fee. No degree student may pay less an the equivalent of one full-time program fee, nd will be assessed the equivalent of full-time es for the program length indicated on their tter of acceptance.

the time of publication of this *Bulletin* the fees hedule for 2000/2001 is not available. In the 99/2000 academic year, the 1-year full ogram Academic Fee was:

anadian citizens and permanent residents

M.A. & Ph.D.	$4,477
M.Ed., M.A.(T.)	$5,542
M.A. (Child Study and Education)	$5,542
Ed.D.	$5,235

ternational students (excluding the Child Study and Education program)

M.A. & Ph.D.	$ 8,277
M.Ed., M.A.(T.)	$11,962
Ed.D.	$11,909

r planning purposes, the calculation of fees plicable to each program is as follows:

ED. DEGREE CANDIDATES

e minimum program fee is equivalent to a 1.5-ar full-time fee, assessed for the academic ar in which the program is begun (i.e., one and e-half times the full-time fee) including the eceding summer. Most students will normally t have paid the minimum program fee and will, erefore, be charged a "balance of degree fee" the time of graduation. The balance is culated on the individual student's pattern of ıdy.

M.A., M.A.(T.) and M.T. DEGREE CANDIDATES

The minimum program fee for either a six or eight half-course program is equivalent to a 1-year full-time fee. The ten half-course minimum program fee is equivalent to a 1.5-year full-time fee. The twelve to sixteen half-course minimum program fee is equivalent to a 2-year full-time fee.

ED.D. DEGREE CANDIDATES

Fees will be assessed according to the pattern of registration. However, the full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

PH.D. DEGREE CANDIDATES

The full-time fee is charged for the minimum period of required full-time study and for subsequent registrations.

SPECIAL STUDENTS

Full-time Special Students pay the full academic fee per annum (plus incidental fees), which is equivalent to a 1-year full-time fee. Special Students who enrol on a part-time basis pay for each half-course (plus incidental fees). In the 1999/2000 academic year the Academic Fee for a half-course was $831.30 (international students, $1,794.30).

INTERNATIONAL STUDENT FEES

In accordance with the recommendations of the Ontario government, students who are not Canadian citizens or permanent residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed information on status contact Canadian Immigration authorities.)

All prospective international students will be required to have a student authorization from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status from within Canada.

In order to obtain a student authorization for study in Toronto, immigration officials abroad require that applicants provide evidence of sufficient financial resources to support themselves during the period of study. (Estimated cost of maintenance for twelve months is between $14,000 and $17,000 plus tuition fees.)

The University Health Insurance Plan (UHIP) is a compulsory non-academic fee for international students. In 1999/2000 the cost for twelve months was $590.57 for a single student, $1,181.14 for a family of two, and $1,869.34 for a family of three or more.

For more information, please contact:
The UHIP Office
Telephone: (416) 978-0290
E-mail: uhip.information@utoronto.ca

SUMMER STUDENTS

Students beginning their degree program in the summer will pay the Summer Session fee. This fee is in addition to the Fall and Winter Session fees charged in September.

NOTE: Students in the following specializations who are fulfilling the minimum period of full-time study during the Summer Session (May - August) will be assessed fees equal to half the 1-year full-time fee.

- The Administrator Doctoral Cohort specialization in the Educational Administration Program
- The Ed.D. in the Higher Education specialization in the Higher Education Program
- The Doctor of Education for Community College Leaders in the Higher Education Program

LATE PAYMENT FEE

A late payment fee of $44 plus $5 for each day of delay will be assessed against any student registered in the Fall and Winter Sessions whose fees are not received at the Office of Student Accounts by the dates to be announced in the registration material which will be sent to students.

MINIMUM PAYMENT

The minimum payment of fees (for other than those registering for only one session) consists of 60% of the academic fee and 100% of incidental fees. The due date for minimum payment will be announced in the registration material sent to students in July. The balance of the required fees is due by January 15 without further notice and is subject to a service charge.

REFUND OF FEES

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Fall and Winter Sessions. In the 1999/2000 academic year the minimum charge was $159.

SERVICE CHARGES

All outstanding fees, regardless of the source o payment, are subject to a service charge first assessed on October 15. In the 1999/2000 academic year the service charge was 1.5% pe month, compounded.

FEES/CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates for eligibility to convocate. Transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc., (see Outstanding Fees and Othe University Obligations, below). At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program

M.Ed. students must apply to graduate by submitting an **Application to Graduate card** (see page 28, section h).

OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts and unreturned or damaged instruments, materials, and equipment:

- Statements of results and/or official transcripts of record will not be issued.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

FINANCIAL SUPPORT

Notices pertaining to awards, other than those listed here, are posted outside the OISE/UT Registrar's Office, Graduate Studies, 4th floor. In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 40 St. George Street.

Unless stated otherwise, all values listed in this section relate to the 1999/2000 academic year. Applicants should be aware that the value of an OISE/UT scholarship or graduate assistantship is not sufficient to cover tuition and living expenses. International applicants in particular should note that they will not be accepted without some proof of financial support.

OISE/UT GRADUATE ASSISTANTSHIPS

To support programs of full-time graduate study, OISE/UT offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are a form of remuneration and financial assistance for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE/UT is committed to principles of equity in employment and particularly encourages applications from women, Aboriginal persons, racial minorities, and persons with disabilities.

Graduate Assistants at OISE/UT are represented by:
Canadian Union of Public Employees, Local 3907
252 Bloor Street West, Room 8-104
Telephone: (416) 926-4728

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equal basis. All new applicants to a full-time degree program are eligible to apply.

Current students continuing in the same degree program should refer to the information on the application form regarding eligibility requirements. From September 1999 to April 2000, a Graduate Assistantship has a value of $8,000 (plus 4% vacation pay). The value of the assistantship is determined each year.

It is important to note that an OISE/UT Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student, who should be in a financial position to fulfill this obligation at the beginning of the academic year.

For application forms, write to:
OISE/UT Registrar's Office
Graduate Studies, Financial Support
252 Bloor Street West, 4th floor, Room 4-485
Toronto, Ontario M5S 1V6

Completed applications must be received in the Registrar's Office by December 1, 2000.

OISE/UT SCHOLARSHIPS

OISE/UT Scholarships are awarded on the basis of academic merit. Candidates are nominated by each of the OISE/UT departments. Those eligible to be considered are:

1) new full-time applicants to a degree program;

2) part-time degree students who will be beginning their first year of required full-time study in the September or January next following the time of recommendation for scholarships

3) full-time degree students who have begun but not completed, at the time of recommendation, their first session of full-time study.

Scholarship holders must be registered as full-time students in one of OISE/UT's graduate degree programs.

OISE/UT Scholarships for the 1999/2000 academic year were $10,500 over a twelve-month period. It is anticipated that they will have at least the same value in the 2000/01 academic year. Scholarships, subject to satisfactory performance, are ordinarily renewable for the length of the minimum period of required full-time study in the degree program. Payment of fees is the responsibility of the scholarship holder.

Scholarship recipients cannot concurrently hold an OISE/UT Graduate Assistantship or a major award with a value of $2,000 or more per academic session. It is important to note that an OISE/UT Scholarship is for the specified amount.

CLIFFORD C. PITT SCHOLARSHIP

The Ontario Institute for Studies in Education (now OISE/UT) established the Clifford C. Pitt Scholarship to provide a measure of recogniti for the many contributions Dr. Pitt made as th Institute's second Director. The scholarship, the amount of $11,500, will be awarded annua to an Ed.D. student for the minimum period of required full-time study. Candidates are nominated by each of the OISE/UT departme on the basis of academic merit and potential f creative contribution to applied problems. Payment of fees is the responsibility of the scholarship holder.

THE BERNARD J. SHAPIRO SCHOLARSHIP

The Ontario Institute for Studies in Education (now OISE/UT) established this scholarship t provide a measure of recognition for the many contributions Dr. Shapiro made as Director of Institute. The scholarship, in the amount of $11,500, will be awarded annually to a doctora student for the minimum period of required full time, on-campus study. Candidates will be nominated by each of the OISE/UT departme on the basis of academic merit and the potent for significant research and scholarly contribution to the field of study. Payment of fees is the responsibility of the scholarship holder.

OISE/UT SCHOLARSHIP FOR ABORIGINAL STUDENTS

The scholarship, with a value of $11,500, will awarded annually to an Aboriginal student wh will be registered on a full-time basis in a graduate degree program at OISE/UT. Aborig candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selecte the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to graduate degree program.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2699
Fax: (416) 323-9964
E-mail: stuserv@oise.utoronto.ca

Applications must be received by December 1. Payment of fees is the responsibility of the scholarship holder.

ONTARIO TEACHERS' FEDERATION 50TH ANNIVERSARY SCHOLARSHIP

The Ontario Institute for Studies in Education (now OISE/UT) established this scholarship in recognition of the Ontario Teachers' Federation's 50th anniversary. With a value of $11,500, it will be awarded annually to a doctoral student who is a practicing educator. The successful candidate will be selected from the nominees for the Clifford C. Pitt and Bernard J. Shapiro scholarships. Payment of fees is the responsibility of the scholarship holder.

RAPP SCHOLARSHIP

This scholarship was established in recognition of the contribution of the Rapp family to the Ontario Institute for Studies in Education (now OISE/UT). The scholarship, with a value of $11,500, will be awarded annually for the period of one year to the highest-ranking student who applied for, but was not awarded, a Social Sciences and Humanities Research Council doctoral fellowship. Payment of fees is the responsibility of the scholarship holder.

Application forms for the following fellowships (Hambly, and Wees) are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2699
Fax: (416) 323-9964
E-mail: stuserv@oise.utoronto.ca

Applications must be received by December 1. Please include an outline of the applicant's financial position (as well as all supporting documentation for application for admission).

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education (now OISE/UT) established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. The fellowship has a value equivalent to the annual income to a maximum of $800. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need. A statement pertaining to past contribution to education must accompany the application.

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value equivalent to the annual income to a maximum of $1,500 per academic year. In order to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form of Presentation on the Form of Reproduction of Prose Passages," and submit a 2,500-word essay on the thesis. The thesis is available from both the OISE/UT Education Commons and the U. of T. Robarts Library.

The essay must be submitted by December 31 to:
Margaret Brennan
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2699
Fax: (416) 323-9964
E-mail: stuserv@oise.utoronto.ca

In keeping with OISE/UT's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University of Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins, functions, and implications of racism in education, should this aspect of the thesis prove of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

CHRISTOPHER PARKER MEMORIAL FUND

The fund was established through a foundation at the Ontario Institute for Studies in Education (now OISE/UT) to provide a one-time grant to support full-time graduate students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments. Applications will be considered as they are received.

Application forms are available from:
Margaret Brennan
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2699
Fax: (416) 323-9964
E-mail: stuserv@oise.utoronto.ca

LOUIS J. ZUKER, Q.C., AND PEARL H. ZUKER MEMORIAL FUND

This fund has been established by Judge Marvin A. Zuker in memory of his parents to help an international student, registered on a full-time basis at OISE/UT, with an emergency financial need. The sum of $800 will be awarded each academic year in January. Candidates are nominated by each of the OISE/UT departments. Nominations are limited to one per OISE/UT department and must be accompanied by a brief description of the emergency need.

JAMES FAIR BURSARY

This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989. Two bursaries of $500 each will be awarded to students in the Child Study and Education program who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30.

MARGARET KIDD AWARD

The fund is designed to provide small grants (normally less than $100) to assist students in the Child Study and Education program in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetim of professional achievement in this area.

Applications for grants are accepted in one Fall and one Winter competition. The competition is administered by the I.C.S. Leighton McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards ar based on the student's record, the relevance o the proposed conference to the education and care of young children, and plans to 'report bac on the conference to the I.C.S. community. Preference is given to students in the second year of the Master of Arts in Child Study and Education program. Interested students shoul submit a one page proposal by October 15 or February 15 depending on the session in which they plan to attend a conference. The proposa should be given to the Chair of the Leighton McCarthy Committee.

LEIGHTON MCCARTHY MEMORIAL SCHOLARSHIP

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gav his residence at 45 Walmer Road to the university. This residence is now the home of the Institute of Child Study. $500 is awarded annually to one or two second-year students i the Master of Arts in Child Study and Educatio program. Selection is made by the Awards Committee of the Institute of Child Study on th basis of scholastic excellence and contributio to the life of the Institute. Financial need may also be considered.

ROBERT SETH KINGSLEY GRADUAT STUDENT FELLOWSHIPS

Established in 1998 in memory of Robert Seth Kingsley who was a student in the Laboratory School. A minimum of $500 is to be awarded t one or two students in the Master of Arts in Ch Study and Education program or the Master of Arts/Master of Education in Human Developm and Education program (with concentration in pecial Education and Adaptive Instruction). wards will be made to students who have ompleted one or more years of study, on the asis of financial need as well as potential for xcellence and leadership in special education, emonstrated by an ability to work with special eeds children and to integrate scholarship and ractice. Applications should be directed to the eighton McCarthy Committee of the Institute of hild Study.

URSARY ASSISTANCE

ISE/UT Departmental Emergency Bursaries are vailable, on the basis of need, to students who re registered in a graduate degree program at ISE/UT. The Departmental Emergency Bursary rogram is designed to meet the needs of egistered students who have experienced an nanticipated emergency. Applications for mergency bursary funds must include ocumentation to substantiate the request. equests will be vetted three times a session leadlines are posted in the student's home epartment) and students will be notified of the esults by mail. Applications are available from, nd should be returned, along with ocumentation, to the student's home epartment.

NTARIO GRADUATE SCHOLARSHIP ROGRAM

ntario Graduate Scholarships are available to udents with a high level of academic chievement. A Scholar receives $3,953 per ession. Awards will be for two or three onsecutive sessions. Awards are intended rimarily for Canadian citizens and permanent esidents. Preference is given to Ontario esidents.

pplication forms are available as ollows:

For students currently enrolled in a graduate program:
osap.gov.ca/NOT_SECURE/ogs.htm
The deadline, usually late October for the following academic year, will be announced by the home department in the fall.

b) For prospective full-time graduate students:
Ontario Graduate Scholarship Program
Student Support Branch
Ministry of Education and Training
189 Red River Road, 4th floor
P.O. Box 4500, Station P
Thunder Bay, Ontario P7B 6G9
Website: osap.gov.ca/NOT_SECURE/ogs.htm

The deadline for submitting applications for the following academic year is set by each academic department (usually mid-October).

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which had a value of $16,600 in 1999/2000.

Application forms are available as follows:

a) For students currently enrolled in a graduate program: **www.sshrc.ca.** The deadline, usually mid-October for the following academic year, will be announced by the home department in the fall.

b) For prospective full-time students:
www.sshrc.ca
Applications must be postmarked October 15 for the following academic year.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS - $7,000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study in the amount of $7,000 each. It also offers three fellowships for Religious Studies in the amount of $7,000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from:
Michael Haugh
Ontario English Catholic Teachers' Association
(OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8
Applications must be submitted by April 1.

THE WILLIAM PAKENHAM FELLOWSHIPS: TWO AWARDS - $5,000 EACH

Recipients of these awards must pursue full-time study in education in the Fall and Winter Sessions in which they hold the award at the University of Toronto, or at some other university approved by OISE/UT. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2699
Fax: (416) 323-9964
E-mail: stuserv@oise.utoronto.ca

Completed applications must be received by March 15.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION - SCHOLARSHIPS AND AWARDS

These awards, totalling $26,900, include the Brick Robb Memorial Scholarship for Educational Research, the Dr. S. G. B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Award, and the Ansley Memorial Award. The last two are granted only to OSSTF members. The Brick Robb may be granted to members of any OTF affiliate, and the Robinson to members of any CTF member organization.

Further details and application forms are available from:
Scholarship Committee
Ontario Secondary School Teachers' Federatio
(OSSTF)
60 Mobile Drive
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

THE SOROPTIMIST FOUNDATION OF CANADA

The Soroptimist Foundation of Canada annually offers several $5,000 grants to female student to assist them with university studies which will qualify them for careers serving people by improving the quality of their lives. (As an example, but not limited to the following: providing medical services; providing legal counselling and assistance; counselling matur women entering or re-entering the labour marke counselling battered women; filling administrative positions in women's centres; counselling and training women for non-traditional employment.) An applicant, to be eligible, must be:

a) a female and a Canadian citizen or permane resident;

b) registered in a graduate program of studies i an accredited university and pursuing a course of studies that will lead directly to a career of service to people, especially wome

c) intending to spend a minimum of two years in such a career in Canada.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2699
Fax: (416) 323-9964
E-mail: stuserv@oise.utoronto.ca

The forms must be submitted by January 31 fo the following academic year, to the address indicated on the application form.

IAOMI GRIGG FELLOWSHIP FOR OSTGRADUATE STUDIES IN ERONTOLOGY

he Soroptimist International of Toronto provides r a fellowship with a maximum value of $7,500 be awarded to a student enrolled full-time in a raduate program in an area of study related to erontology. (As an example, but not limited to e following: health care, housing, and social, gal, psychological, and recreational services.)

o be eligible, an applicant must be:

) a Canadian citizen or permanent resident, and a resident of Ontario, who can demonstrate need;

) registered in an accredited postgraduate degree program and specializing in an area of study related to gerontology;

) an individual who has shown through his/her work a demonstrated involvement in the field of gerontology for a period of not less than four years and a commitment to this area of study;

) intending to spend a minimum of two years after the time of study working in this field in Canada.

pplication forms are available from:
ISE/UT Student Services Office
raduate Financial Awards
52 Bloor Street West, 5th floor, Room 5-105
oronto, Ontario M5S 1V6
elephone: (416) 923-6641 ext. 2699
ax: (416) 323-9964
-mail: stuserv@oise.utoronto.ca

pplications must be submitted before March 31 the address indicated on the application form.

MERGENCY STUDENT LOANS

ull-time students in need of financial ssistance may apply for an OISE/UT mergency Student Loan. Consideration will be iven only to applicants who face critical nancial situations of an emergency nature. pplicants must demonstrate that the need was nanticipated and there is no other reasonable ecourse.

For more information, contact:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: (416) 923-6641 ext. 2699
Fax: (416) 323-9964
E-mail: stuserv@oise.utoronto.ca

Part-time students should apply to the OISE/UT Graduate Alumni Association Emergency Fund.

For information and application forms, contact:
Prof. John Davis
Department of Theory & Policy Studies in Education.
Telephone: (416) 923-6641 ext. 2757
Fax: (416) 926-4741
E-mail: jdavis@oise.utoronto.ca

STUDENT SERVICES AND FACILITIES

On the following pages is brief information abou some of the student services and facilities available at OISE/UT and at the University of Toronto. Information on all major student services and facilities is provided in the handbook, '**Getting There**'. which is given to all students at registration. It describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsperson, and the services of the Graduate Students' Union.

OISE/UT SERVICES AND FACILITIES

EDUCATION COMMONS

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operation in person and through electronic means, the Education Commons seeks to provide "one-stop shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Users will have access to:

- a specialized collection in the field of education including:
  - extensive reference materials
  - over two thousand journal titles
  - complete microfiche holdings of the ERIC and ONTERIS document series.
  - materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - Ministry of Education and Training documents
  - school board curriculum materials, textbooks and content resources used in Ontario schools
  - a representative collection of children's literature
  - a varied and extensive collection of compute software, video-tapes, films, slides, kits, cassettes and other materials
  - specialized collections of modern language, Franco-Ontarienne and women's materials
  - many electronic sources, including CD-ROM online databases and electronic full-text journals.

a collection of over 8 million items located in the umerous libraries of the University of Toronto ibrary System

a wide range of Internet resources including emote library catalogues

eference assistance in accessing information or their courses, research or practice teaching ssignments

omprehensive instruction in the use of online atalogues, the searching of electronic atabases and the location of education esources on the Internet

a variety of computers which support standard roductivity tools, specialized research oftware, and teaching/learning resources

ace-to-face and mediated learning pportunities, and telephone and in-person user upport, for goals including technology peration, software use, and the educational pplication of technology

a variety of multimedia production and viewing esources, including support for elecommunications, interactive video and omputer graphics

earning opportunities and knowledge through echnology-mediated program delivery, lectronic conferencing systems, e-mail and the orld Wide Web

ther university resources to meet their nformation and technological needs.

ore information on how the Education ommons and its staff can support your work at ISE/UT can be obtained from the main site of he Education Commons at 252 Bloor Street est, or at any of its other sites throughout ISE/UT.

ocation: 252 Bloor Street West, 3rd Floor
ours: Contact the following areas
elephones:
Education Commons Reception
(416) 923-6641 ext. 2763
Information Resources and Services
Circulation Desk: (416) 926-4719
Reference Desk: (416) 926-4718
ebsite: www.oise.utoronto.ca/ec

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE/UT is the official graduate student government at OISE/UT and is affiliated with the Graduate Students' Union of the university. **All** OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE/UT.

OISE/UT students have full access to student services and facilities provided by the university. These include the Athletic Centre, Legal Aid, and Ombudsperson as well as Hart House, the Career Centre, Health Services, and the International Student Centre.

Location: 252 Bloor Street West, Room 8-105
Telephone: (416) 923-6641 ext 4724
E-mail: gsa@oise.utoronto.ca

INDIGENOUS EDUCATION NETWORK (IEN)

The IEN is a self determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE/UT; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research. The IEN invites interested faculty and students to participate in its network.

The Indigenous Education Network:

- meets monthly to share information, organize events, and work towards goals established by the IEN

- maintains a computer listserv to extend discussions of IEN topics to interested OISE/UT students and faculty on and off campus

- maintains an Internet IEN homepage www.oise.utoronto.ca/other/ien/ienpage.html) with links to relevant sites

- provides a database of Aboriginal students and IEN members in all departments at OISE/UT plus their study and work interests

- lobbies OISE/UT to acquire Aboriginal faculty, and supports OISE/UT administration in locating suitable candidates

- participates in relevant current events, conferences, guest lectures, symposiums, workshops, and Aboriginal community events

- hosts an Aboriginal Speakers' Series

- collaborates with other groups related to Aboriginal education and Aboriginal issues at OISE/UT, e.g., the Transformative Learning Centre (TLC), the Anti-Racist Network (ARN), the Midnorthern/Northeastern Centre in Sudbury, the First Nations House and the Transition Year Program.

- represents the IEN on the Advisory Council of First Nations House at the University of Toronto

- provides initial information for incoming students on available financial assistance: Aboriginal scholarships and awards, plus other scholarships, awards, bursaries, grants, and work opportunities - e.g., graduate assistantships, teaching assistantships, and research positions

- organizes social events and get-togethers

- raises the profile of Aboriginal students in the field of education.

Location: Room 7-191, 252 Bloor Street West
Telephone: (416) 923-6641 ext. 2286
E-mail: ien@oise.utoronto.ca
Website:
www.oise.utoronto.ca/other/ien/ienpage.html

INTERNATIONAL STUDENTS

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies. Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

INTERNATIONAL STUDENTS' ASSOCIATION (ISA)

OISE/UT's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE\UT. It helps international students become inextricably woven into the fabric of the OISE\UT community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.

Location: 252 Bloor Street West, Room 8-107
Telephone: (416) 926-4733
E-mail: isa@oise.utoronto.ca

KIDSPACE DAYCARE

Kidspace Inc. Day Care is a non-profit centre hat provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is icensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, anguage development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied or to the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, 1st Floor
Telephone: (416) 926-4702.
Fax: (416) 926-4725
E-mail: swakefield@oise.utoronto.ca

OISE/UT STUDENT SERVICES OFFICE

The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed hrough their academic and professional training at OISE/UT. The Office provides students with inancial assistance, employment preparation services, and co-curricular professional development opportunities.

Academic Director: Prof. Tara Goldstein
Admin. Assistant: Wendy Mauzeroll
Graduate Studies Financial Awards Officer: Margaret Brennan
Teacher Education Financial Counsellor: Allan Shatsky
Teacher Employment Centre (TEP) Co-ordinator: Nola Rogers
Location: 252 Bloor Street West, Room 5-105
Telephone: (416) 923-6641 ext 2699
E-mail: stuserv@oise.utoronto.ca

RESEARCH CONSULTING SERVICE

The Department of Curriculum, Teaching and Learning provides a free consulting service to OISE/UT students and staff involved in research projects. Consultation topics may include esearch methodology, questionnaire design, data processing, graphics, qualitative analysis techniques, statistical procedures, software use, results writeup, etc. Short non-credit workshops are offered on research-related software: data entry, SPSS, and qualitative software packages. Appointments must booked in advance by calling the number above, while drop-in advice is available daily in the Education Commons lab #6 between 3:00 and 4:00 p.m weekdays.

Head: Susan Elgie
Location: 252 Bloor Street West, Room 11-250
Hours: Drop-in advice - 3:00 to 4:00 p.m.
Monday to Friday in lab #6, Room 3-320
Telephone: (416) 923-6641 ext. 2601
E-mail: resconsult@oise.utoronto.ca

UNIVERSITY- WIDE SERVICES AND FACILITIES

ABORIGINAL STUDENT SERVICES AND PROGRAMS - FIRST NATIONS HOUSE

First Nations House, located in the Borden Building North at 563 Spadina Avenue, houses the Office of Aboriginal Student Services and Programs (OASSP), founded in 1992, and the Native Students Association. The House provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House.

First Nations House provides a home for Aboriginal people on campus, a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

For more information please contact:
The Office of Aboriginal Student Services and Programs
First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone: (416) 978-8227
Fax: (416) 978-1893

ACCOMMODATION AND COST OF LIVING

The following figures represent the minimum costs for a single student living in Toronto for twelve months in 1999/2000, excluding tuition:

ITEM	$
Rent	5,200
Food	3,800
Clothing	650
Books	750
Health insurance (UHIP) (for international students)	587
Dental Insurance	130
Local transportation	370
Miscellaneous:	3,500
TOTAL	14,987

Student Housing

Most of the university's students live at home in Toronto. The balance are divided equally between those who reside on campus in a student residence and those who locate off-campus accommodation within approximately 30 to 45 minutes travel time from classes. The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date off-campus housing and residence information as well as other information a student might need to assist in locating and arranging suitable student housing. Students needing more information regarding their student housing options should contact the Housing Service.

Student housing information is available on the Internet at: www.library.utoronto.ca/www/housing_service/

On-Campus Residences

If you are interested in applying for residence, you should contact the residence directly to inquire about application. You may apply for residence **before** you are admitted to the university. At the Housing Service on the St. George campus, students may use the Residence Information Terminal to view photographs and get information for the residences on all three campuses. If you are unable to get the information you need on the Internet, contact the Housing Service.

The following two residences provide accommodation for single graduate students and range in cost from $4,300 to $8,800 depending on whether meals are provided.

St. George Graduate Student Residence
321 Bloor Street West
Toronto, Ontario M5S 1S5
Telephone: (416) 978-4885

Women and men; apartment style with shared kitchens.

Massey College
4 Devonshire Place
Toronto, Ontario M5S 2E1
Telephone: (416) 978-2891

Women and men; traditional residence with compulsory meal plan. Acceptance by election. Application deadline is May 1.

Family Housing

Family housing is available in 710 apartments on the St. George campus and in 84 apartments on the Erindale campus. Priority for the unfurnished, university apartments is given to student families. The term "family" refers to students residing with their dependent children and to childless couples in a permanent relationship. Waiting periods for these apartments may vary depending on the time of year and the type of apartment requested, so it is advisable to apply as soon as a student is seriously considering attending the university. Students may submit an application for Family Housing **before** being given an offer of admission to the university. Contact Family Housing at the University Housing Service to receive an information/application package.

Off-Campus Housing

Each campus Housing Service maintains listings of available off-campus housing advertised by city landlords and by students seeking others to join them. Students who are looking for off-campus housing use the lists of advertisements displayed in their Housing Services as they would the classified section of a newspaper locating accommodation to meet their needs while staying in temporary housing which they arrange in advance of their arrival. At the Housing Service on the St. George campus, students may also search on-line by type(s) of accommodation, area(s) of the city, and price range desired. The Housing Service at the Koffler Student Services Centre will provide a lis of temporary accommodation on request.

For the Fall and Winter academic sessions, som students rent their long-term housing from August 1 or October 1, avoiding the September occupancy date which is popular with students at most post-secondary educational institutions n the city. Housing is usually advertised about our to six weeks in advance of the date it ecomes available for occupancy and it enerally takes one to three weeks for a student o locate suitable accommodation, depending on he type of housing desired and budget. **Since ccommodation is not inspected, the uality cannot be estimated or uaranteed. Therefore it is very mportant for students to meet with the andlord and inspect the premises efore entering any agreement.**

ost of Student Housing - Residence, amily Housing and Off Campus

s a guideline, for the 1998/99 school term, the ost of residence with a full meal plan is pproximately $5,500 to $6,300 for the eight-onth, academic year. Modified meal plans are vailable in some residences. After paying an nitial deposit, the balance of fees are usually aid in two installments at the beginning of each f the four-month Fall and Winter sessions. As f August 1, 1998, rent for the bachelor, one- or wo-bedroom units located in the Student ousing Complex located at 30/35 Charles St. Vest range from approximately $460 to $752 epending on the size of the unit, and is payable onthly. Rooms in shared houses or apartments ff-campus generally cost students $350 to 500 per month. However, a student requiring a rivate apartment off-campus usually pays $500 $650, $600 to $750, and $750 to $1,000 for a achelor, one- or two-bedroom unit respectively. three-bedroom house will usually rent for 1,100 to $1,400.

ore information can be obtained from:

niversity of Toronto Housing Service
t. George Campus
offler Student Services Centre
14 College Street
oronto, Ontario M5T 2Z9
elephone: (416) 978-8045
ax: (416) 978-1616
-mail: housing.service@utoronto.ca
ebsite: www.library.utoronto.ca/www/
housing_service/

AREER CENTRE

he Career Centre offers a Résumé Clinic, areer Information Library, Extern Program - hadow a career of interest, volunteer listings, mployment listings - part-time, temporary, ummer, full-time, Graduate Dossier Service, areer counselling (by appointment), career management workshops, Student Outreach Office, JOBS Canada Database, Career Fairs and information panels.

Career management specialists for University of Toronto students.

The Career Centre
Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 978-8000
Website: www.careers.utoronto.ca

DIS*ABILITY* SERVICES FOR STUDENTS

The mandate of DIS*ABILITY* Services for Students is to facilitate the integration of students who have disabilities and chronic health conditions into university life. All students first meet with an intake counsellor to discuss their individual needs and their eligibility to receive services. When appropriate, students may then meet with one of the professionals on staff, such as the Adaptive Equipment Co-ordinator, Learning Disability Specialists, Psychologist or Occupational Therapist to establish strategies and appropriate accommodations for academic success. All discussions are confidential. The service offers liaison with academic and administrative units within the university and with off-campus agencies. The service also offers a wide range of supports including alternative test and exam arrangements, volunteer notetaking services, on-campus transportation, personal advising, assessments for adaptive equipment and assistive devices. Information on health conditions and disability related issues are provided to the university community.
The office is located at the address below. Services are also available at the Scarborough and Mississauga campuses.

Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 978-8060, (Voice)
T.D.D.: (416) 978-1902
Fax: (416) 978-8246
E-mail: disability services@utoronto.ca

FAMILY CARE ADVISOR

Many students balance family obligations with their studies. The University of Toronto is committed to fostering a "family friendly" learning and working environment.

The Family Care Advisor provides counselling and referral services to students who require child care, elder care or other forms of assistance with family responsibilities. Additional services include support groups, workshops and guest speakers. The resource centre contains a library of material on issues ranging from pregnancy and parenting to lesbian and gay family issues, homework and bereavement.

The Family Care Advisor and the Resource Centre are located on the second floor of 40 Sussex Avenue, one block west of Robarts Library. Note that the Office will be moving to the Koffler Student Services Centre in 1999. Office hours are limited, therefore, students are asked to telephone (416) 978-0951 to arrange an appointment in advance.

HART HOUSE

All OISE/UT students are automatically members of Hart House. Come in and enjoy a wide variety of social, cultural and athletics programs - indoor track, swimming pool, Nautilus circuit, fitness and instructional classes, remarkable art gallery, fantastic music and free concerts, great debates and 30+ clubs and committees from bridge to yoga. All in one magnificent building that is open to welcome you 365 days a year. Travel to Hart House Farm in the Caledon Hills.

Enjoy fresh food in the Arbor Room, an excellent lunch or Sunday brunch in the Gallery Grill, book an event or meeting (the catering service is unsurpassed), or simply find a quiet place to read or relax. Make Hart House your 'home away from home'.
Telephone: (416) 978-2452
Website: www.utoronto.ca/harthouse

HEALTH SERVICES

Medical and psychiatric services are available at the University Health Services, Koffler Student Services Centre, 214 College Street (Medical Clinic, 978-8030; Psychiatric Division, 978-8070). The Medical Clinic also offers its services to spouses or partners. Sports injury services are under the auspices of the Department of Athletics and Recreation (978-7376).

All students need health insurance coverage - for example, OHIP, other provincial plans, CIDA, Commonwealth, UHIP, or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. **The University Health Insurance Plan (UHIP) is compulsory for international students.** Please contact the International Student Centre (see below) for UHIP information.

University Health Services
Koffler Student Services Centre
214 College Street
Telephone:
- Medical Clinic, 978-8030
- Psychiatric Division, 978-8070
- Sports Injury, 978-7376

E-mail: health.services@utoronto.ca
Website: www.utoronto.ca/health

INTERNATIONAL STUDENT CENTRE (ISC)

All members of the university are invited to use the facilities and services of the Centre and take part in ISC programs. Services include: counselling and assistance with problems arising from cultural differences, information about work or study opportunities abroad and English conversation classes. Services especially for international students include a reception service and orientation events for newcomers and ongoing assistance with a variety of non-academic concerns (e.g. immigration, health insurance [UHIP], tax). ISC also organizes socio-cultural activities such as trips, cultural evenings, international days, career and scholarship information sessions, etc.

General questions may be addressed to:
International Student Centre
33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: (416) 978-5646
E-mail: isc.information@utoronto.ca
Website: www.library.utoronto.ca/www/isc/

INTERNATIONAL STUDENT EXCHANGE OFFICE

Students from all faculties and departments are encouraged to participate in the international and Canadian exchanges offered through the International Student Exchange Office.

International exchanges include universities in the following countries:

Australia, Barbados, China, France, Germany, Italy, Jamaica, Japan, New Zealand, Singapore, Sweden, Taiwan, Trinidad, the United Kingdom and the United States.
Canadian exchanges include; McGill University, McMaster University, Queen's University, Université Laval, Université de Montreal, University of Alberta, University of British Columbia, University of Waterloo, and the University of Western Ontario.

All students accepted into CANEX, the Canadian exchange program, are eligible to apply for the CANEX Bursary. All students accepted into an nternational exchange program are eligible to apply for the International Student Exchange Bursary. Additional awards are available for some exchanges. For more information and application forms, contact:

nternational Student Exchange Office
Koffler Student Services Centre, Room 202
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: (416) 946-3138
Fax: (416) 978-6110
E-mail: student.exchange@utoronto.ca
Website: www.utoronto.ca/student.exchange/

SEXUAL HARASSMENT EDUCATION, COUNSELLING, AND COMPLAINT OFFICE

The Sexual Harassment Education, Counselling, and Complaint Office administers the university's Sexual Harassment Policy by providing advice, education, and information to he university community, counselling all parties o complaints, and mediating complaints about harassment based on sex or sexual orientation. The policy covers all members of the university. All complaints and requests for information are kept completely confidential. For appointments, contact:

SHECC Office
40 Sussex Avenue, 3rd floor
Toronto, Ontario M5S 1J7
Telephone: (416) 978-3908
Fax: (416) 971-2289

POLICIES AND REGULATIONS

NOTE: Students should consult the 2000/2001 School of Graduate Studies Calendar when it becomes available, for full details on the following policies and for additional Policies and Regulations governing graduate studies at the University of Toronto, e.g.:

- Research Ethics
- Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- Code of Student Conduct
- Intellectual Property

Updates to the following policies were not available at the time this *Bulletin* went to press.

GRADING PRACTICES

The OISE/UT Graduate Studies Grading Practices falls within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and has the following features:

A. Evaluation Procedures

1) As early as possible in each course, and no later than the final date to enrol in courses, the instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

2) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

3) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of it will be made available to students at their request.

4) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE/UT department, the student may make an appeal through the Associate Dean of Division II of the School of Graduate Studies (see Student Appeals on the following page).

Any student whose work is judged to be unsatisfactory by OISE/UT may be required to withdraw at any time.

. Conditions for Final Standing

The grading system has a primary classification of A, B, and FZ, which have the following meanings:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

Z: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

The instructor is asked to make secondary distinctions within the first two classes, A and B, by using + and - to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A-; B+, B, B-; or FZ.

A small number of graduate courses, graded as Credit/No Credit (CR or NCR) are offered at OISE/UT. Such courses must have the prior approval of OISE/UT and the School of Graduate Studies before they can be offered in this manner.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts. All grade revisions must be submitted to the School of Graduate Studies according to these revised grading procedures.

INC-Incomplete: May be assigned by the Associate Dean when a grade has not been submitted to the School of Graduate Studies by the appropriate deadline. It may also be assigned by a graduate unit review committee on the basis of incomplete course work upon an instructor's recommendation in special circumstances (e.g., medical reasons or when there are no grounds for assigning a failing grade).

The instructor may replace the INC by a regular grade within eight months following the end of the session in which the course is offered. If the incomplete is not replaced by a regular grade within this period of time, the INC becomes a final report.

IPR-In Progress: Assigned by the instructor as the report for a course that is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment period. IPR carries no credit for the course and is not considered for averaging purposes.

WDR-Withdrawal without academic penalty: Assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP-Exemption: Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

NOTE: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, OISE/UT and the university offer students a formal appeals procedure.

The student appeals process consists of five levels:

1. The first level involves dialogue with the immediate source of the disagreement (typically the instructor).
2. If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE/UT department or unit.
3. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies.
4. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies no later than six months after the decision being appealed has been communicated in writing to the appellant. Instructions and forms for an appeal may be obtained from the Secretary of the School of Graduate Studies' Council.
5. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done within ninety days of the decision from which the appeal is being taken, and the communication of that decision in writing to the appellant.

Further information on the appeals procedures is available from the OISE/UT Registrar's Office, Graduate Studies Registration Unit, or from a department chairperson. See also the School of Graduate Studies Calendar. At any stage, students have the right to appeal to:

The Office of the Ombudsperson
University of Toronto
Fields Institute Building
222 College Street, Suite 161
Toronto, Ontario M5T 3J1
Telephone (416) 978-4874

OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment) See also page 240.

- Statements of results and/or official transcripts of record will not be issued.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

ACADEMIC STAFF (as of January 2000)

Please consult individual departmental sections for academic details and interests of staff - AECDCP (page 41); CTL (page 72); HDAP (page 127); SESE (page 158); TPS (page 177)

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Wolfgang, Aaron, AECDCP
Woodruff, Earl, CTL, HDAP
Wright, Percy, AECDCP
Young, Arlene, HDAP
Zuker, Marvin A., TPS
Zweig, Deborah, AECDCP

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Chair, Governing Council
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President and Chief Executive Officer
J.R.S. Prichard, O.C., M.B.A., LL.B., LL.M., Ph.D. (Hon.), LL.D. (to June 30, 2000)
R.J. Birgeneau, B.Sc., Ph.D. (from July 1, 2000)

Vice-President & Provost
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Vice-President and Chief Development Officer
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Vice-President, Research and International Relations
H. Munroe-Blum, B.A., B.SW., M.SW., Ph.D.

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R.G. White, C.M.A.

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C.D. Naylor, M.D., D.Phil., F.R.C.P. (C)

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D. McCammond, B.Sc., Ph.D.

Vice-Provost, Students
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University Registrar
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University Ombudsperson
M. Ward, B.A., M.A.

Status of Women Officer
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Sexual Harassment Officer
P.M. Stamp, B.A.

Warden, Hart House
M. Hancock, B.A., M.Ed.

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Director of Student Recruitment
F. Silver, B.A., M.Ed.

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OISE UT

Ontario Institute for Studies in Education
of the University of Toronto

Graduate Studies in Education

BULLETIN

2001/2002

Ontario Institute for Studies in Education of the
University of Toronto (OISE/UT)

Graduate Studies in Education

Bulletin

2001/2002

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Toronto, Ontario
Canada M5S 1V6

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Fax	416-323-9964 416-926-4725
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E-mail	gradstudy@oise.utoronto.ca
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MPORTANT NOTICES

APPLICATIONS/ADMISSIONS

OISE/UT cannot undertake to recommend for admission to the School of Graduate Studies every applicant who meets the minimum admission requirements.

CHANGES TO FEES

At time of publication, the 2001/02 fees schedule has not yet been established; the amounts quoted in the Fees section, pages 243 - 245, are from the 2000/01 schedule. The University reserves the right to alter the fees and other charges described in this *Bulletin.*

CHANGES IN PROGRAMS OF STUDY AND/OR COURSES

The programs of study that our *Bulletin* lists and describes are available for the year(s) to which the *Bulletin* applies. They may not necessarily be available in later years. If the University or OISE/UT must change the content of programs of study or withdraw them, all reasonable possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

For each program of study offered by the University through OISE/UT, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrolment limitations, pre-requisites and co-requisites, grading policies, requirements for promotion and timetables without prior notice.

COPYRIGHT IN INSTRUCTIONAL SETTINGS

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or other similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

COURSE DEADLINES, PREREQUISITES, LIMITS

Students should note the deadline for course selection (see Sessional Dates and Deadlines, pages 14 - 20), at which time an OISE/UT schedule of courses is available. There are enrolment limits, as well as prerequisites, for certain courses, with the result that it will not always possible for students to gain admission to the course of first choice.

NOTE: Students with conditions of admission outstanding will not be permitted to select courses.

ENROLMENT LIMITATIONS

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the *Bulletin*, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

ENGLISH LANGUAGE FACILITY

OISE/UT reserves the right to require evidence of English language facility from any applicant educated outside Canada whose mother tongue or first language is not English. Language proficiency requirements are detailed on page 39.

FULL-TIME/PART-TIME COURSE LOAD

Six half-courses ordinarily constitute a full-time program in the Fall and Winter Sessions (typically three in each session). Each half-course normally meets for thirteen weeks of two and one-half hour classes per week or for twelve weeks of three-hour classes per week. A full course normally meets for two sessions. Two half-courses constitute a full-time program in each term of the Summer Session - May/June and July/August. Each half-course normally meets for six hours a week.

PERSON I. D. (STUDENT NUMBER)

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to Person I. D. number The University assumes and expects that students will protect the confidentiality of their Person I. D. numbers.

REGULATIONS AND POLICIES

The University has several policies that are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The Universi will assume that he or she has done so. In applying to OISE/UT, the student assumes certain responsibilities to the University and to OISE/UT and, if admitted and registered, shall subject to all rules, regulation and policies as amended from time to time.

In addition, all graduate degree programs are subject to the academic regulations of the University of Toronto, School of Graduate Studies (SGS). Applicants and students are advised to consult the School of Graduate Studies Calendar for full details.

DEFINITIONS

AQ: Additional Qualifications for Teachers
MRP: Major Research Paper
QRP: Qualifying Research Paper
SGS: School of Graduate Studies

ISTORY AND UNCTION OF THE NTARIO INSTITUTE OR STUDIES IN DUCATION OF THE NIVERSITY OF ORONTO (OISE/UT)

On July 1, 1996, the Ontario Institute for Studies in Education (OISE) and the Faculty of Education (FEUT) were integrated to form a new faculty within the university called the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT). The following is an historical view of each of the two integrated institutions, their previous relationship and the vision and mission of the new institution - OISE/UT.

Ontario Institute for Studies in Education (OISE)

OISE was established in 1965 by a special act of the Ontario legislature to provide graduate level programs, to conduct research and disseminate its findings, and to engage in field development activities in education.

As a graduate school of education affiliated with the University of Toronto, OISE provided most of the master's-level and nearly all of the doctoral programs in education in the province. OISE had also been a major centre of educational research and development in Canada. OISE's exclusive focus on graduate studies, research, and development in education provided a unique setting for faculty, professional research staff, and students to address significant educational problems and issues.

OISE offered graduate programs leading to the M.Ed., M.A., Ed.D., and Ph.D. degrees through its seven academic departments. Most courses were offered on campus, but some (about 25 per year) were offered through OISE's Field Centres or by distance education modes of delivery. While the vast majority of programs were in English, OISE offered a small number of French language courses within a French Studies focus.

Although OISE administered all admission procedures, program regulations, financial awards, and degree requirements, its admission procedures and programs were subject to the regulations of the university's School of Graduate Studies (SGS); graduating students received University of Toronto degrees.

OISE conducted major research and development projects through its internal research centres, its departments, and its Field Centres located across the province. In addition to its faculty, OISE had a professional research staff to assist in carrying out its research and development mandate.

HISTORY AND FUNCTION OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION OF THE UNIVERSITY OF TORONTO (OISE/UT)

Over the thirty years since its establishment, OISE developed a reputation as one of a small number of research and postgraduate education institutions in the world with a broad mission and mandate and with the resources to implement the full range of that mission. From its inception, its faculty and students undertook studies addressing educational theory, policy and practice from early childhood to adult and higher education, in local, national, and international settings (including a Francophone setting), reflecting the scholarly traditions of many disciplines. OISE had also made a significant contribution to the development of critical theory in education and to feminist studies in education. Through its Field Centres, OISE maintained an important presence throughout the province.

The Faculty of Education (FEUT), University of Toronto Schools (UTS), and the Institute of Child Study (ICS)
When secondary education in Upper Canada was officially introduced in 1807, qualifications for teachers were ill-defined and professional training was non-existent. Nevertheless, a surprising number of 'educated gentlemen' found their way into the classrooms of the District Grammar Schools. Unfortunately, the supply of these superior pedagogues failed to keep pace with the growth of the population and the subsequent increase in schools. But in spite of the difficulties encountered, no serious attempt to provide teacher training was made for more than half a century.

Beginning in 1858, several experiments involving model schools and training institutes were conducted with the aim of improving the academic and professional qualifications of teachers. None of these endeavours met with any widespread satisfaction, and in 1890 all such operations were supplanted by a provincial school of pedagogy in Toronto. Seven years later this institution was moved to Hamilton and renamed the Ontario Normal College.

In 1906, the training of secondary school teachers was modified drastically when faculties of education were organized at the University of Toronto and at Queen's University. In Toronto, the Faculty offered professional secondary school courses in pedagogy. In order to improve the practical and experimental aspects of its program, the Faculty established, in 1910, the University of Toronto Schools (UTS) to serve as a practice school or a laboratory school. Whil
UTS has consistently offered an excellent academic program, its involvement in the teacher education program of the Faculty of
Education has varied greatly over the years.

The Institute of Child Study (ICS) was founde
1926 as the St. George's School of Child Stu
the first university laboratory preschool in Canada. In 1939, it became the Institute of C
Study, the first of the University of Toronto's multi-disciplinary research centres, and in 19
it became a constituent part of the Faculty of
Education.

The previously described pattern of teacher training continued until after the close of Wor
War I. In 1920, it came to an abrupt end whe
the Faculty at Toronto was designated the Ontario College of Education (OCE), Univers
of Toronto. In the following years the College
expanded its program, services, and facilitie
and added a number of important departmen
The Guidance Centre in 1943 and the Vocati
and Industrial Arts Department in 1946.

During a period of forty-five years, the Ontari
College of Education was the sole institution
the province for the preparation of secondar
school teachers. In 1965, the situation alter
with the opening of Althouse College of Education, University of Western Ontario. S
then several other faculties of education hav
been established in Ontario.

In 1966, the departments of Graduate Studie
and Research were transferred to the Ontari
Institute for Studies in Education (OISE). In
same year a new agreement for the operati
the Ontario College of Education was made between the Minister of Education and the University of Toronto, establishing a College
Council and an Advisory Board. By the sam
agreement, the name was changed to The College of Education, University of Toronto.
Educational Media Centre was added in 196
the Department of Computer Studies in 196

Effective July 1, 1972, the College was form
designated the Faculty of Education, Unive
of Toronto (FEUT). In 1976, ICS began offe
two-year child development-based initial te
education program. Establishment of the Laidlaw Research Centre at ICS in 1992 fur
strengthened the link between research an
teacher education.

1978 new postgraduate programs leading to e degrees of Master of Arts/Science in aching - M.A.(T.) and M.Sc.(T.) - were proved. The unique feature of these programs s been their emphasis on the teaching and search aspects as well as the academic ntent of the subject discipline. In 1979-80 an A.(T.) program in English and an M.Sc.(T.) ogram in Mathematics were initiated. The Sc.(T.) program was discontinued in 1992.

January 1995, the Royal Commission on arning in its final report, **For the Love of arning**, recommended "that the consecutive ogram for teacher education be extended to o years". In February 1995, the Ministry of ucation and Training endorsed this commendation and called for proposals for o-year, initial teacher education pilot programs begin in September 1995. In response to this l a program based on six key images of the ective teacher was approved by FEUT Faculty uncil and the university's Academic Board. e program was in effect for the 1995-1997 riod only and was available to up to 60 ementary students and up to 60 Secondary idents.

e Relationship Between OISE and UT

general, OISE and FEUT each pursued their ndates and activities separately from 1965 . Some FEUT faculty members who held mbership in the School of Graduate Studies re involved with OISE's graduate programs, rticularly in the areas of child study, rriculum and educational administration.

1983, the University of Toronto and OISE uck a joint committee to explore the possibility ntegrating FEUT and OISE. The committee, aired by Professor Lorna Marsden, commended that FEUT and OISE be integrated an affiliate of the University of Toronto, i.e. h its own Board of Governors and direct ding from the province. Neither OISE nor UT fully supported this recommendation and it s not pursued. However, a tripartite Joint uncil on Education was established SE/FEUT/UT) to explore areas of common erest.

In 1985, the provincial government's Treasurer announced his intention to transfer OISE's budget to the University of Toronto. Discussions broke down and the government did not pursue the matter. In 1986, OISE and the University entered into negotiations toward a possible integration of OISE and FEUT under the general framework of the Marsden Committee's report. Although there was no integration at that time, a new ten-year Affiliation Agreement between OISE and the university was negotiated and signed early in 1989.

Under the new Affiliation Agreement, there was a stronger working relationship than at any time in the past. The Agreement included the establishment of the Joint Centre for Teacher Development, the establishment of a Joint Committee on Education (with representation from OISE, FEUT and SGS), a review of the libraries of both institutions, and mechanisms for increasing collaborative research and the involvement of FEUT faculty in graduate education.

The Establishment of OISE/UT

In February, 1994, the Minister of Education and Training wrote to the U of T and to OISE inviting the two institutions to explore formally the possibility of full integration. The Minister stated his belief that, through combining the objectives and academic resources of FEUT and OISE, the work of both institutions would be enhanced in the areas of educational research, graduate instruction, teacher education, dissemination of knowledge and the improvement of educational practice among professionals in the field.

Consequently, the two institutions entered into discussions to explore the possibility of integration, and both institutions named external consultants to provide advice regarding a number of aspects.

On December 16, 1994, an Agreement was signed by the Ontario Institute for Studies in Education, the Governing Council of the University of Toronto, and the Ministry of Education and Training. The terms of the Agreement outlined the broad terms for the integration of OISE and FEUT, including ICS and its Laboratory School and UTS, into a new professional faculty of education under the Governing Council of the University of Toronto, and addressed its mandate, mission, administration, governance and resources.

The new faculty, named the **Ontario Institute for Studies in Education of the University of Toronto (OISE/UT)**, began operations on July 1, 1996. It is one of the largest faculties at the University and one of the largest faculties of education in North America. It enjoys full status as a major organizational unit of the University with all the rights and responsibilities pursuant to which individual university faculties hold such status. Its departments are members of Division II (Social Sciences) of the University's School of Graduate Studies.

Vision

OISE/UT strives to be an effective, interactive learning community which, through research, scholarship, and excellent instruction, provides the theoretical knowledge base for education as a domain of advanced study and professional practice. OISE/UT is a centre of excellence for graduate studies, research, field development, initial and continuing teacher education in Ontario. It also is a central and integral part of the University of Toronto with collaborative programs, joint appointments and linkages to a variety of professional faculties and departments.

Mission

OISE/UT is committed to the study of education and matters related to education in a societal context in which learning is a life-long activity. Its mission emphasizes equity and access and the improvement of the educational experiences of people of all age levels and backgrounds. It includes partnerships with others to address a wide array of problems, drawing upon the insights of academic disciplines and professional perspectives. OISE/UT is dedicated to national pre-eminence and international distinction in graduate studies, initial and continuing teacher education, research and field development in education, and to providing exemplary leadership within and outside the province of Ontario.

Directors of the Ontario Institute Studies in Education

R.W.B. Jackson	1965 - 1975
C.C. Pitt	1975 - 1980
B. Shapiro	1980 - 1986
W. Pitman	1986 - 1992
A. Kruger	1992 - 1995
A. Hildyard	1995 - 1996

Deans of the Faculty of Education

W. Pakenham	1907 - 1934
J.G. Althouse	1934 - 1944
A.C. Lewis	1944 - 1958
B.C. Diltz	1958 - 1963
D.F. Dadson	1963 - 1973
H.O. Barrett	1974
J.C. Ricker	1975 - 1981
J.W. MacDonald	1981 - 1987
M.A. Millar	1987 - 1988
M.G. Fullan	1988 - 1996

Dean of OISE/UT

M.G. Fullan	1996 -

ISE/UT AND SGS DMINISTRATIVE FFICERS artial List)

SCHOOL OF GRADUATE STUDIES

Michael Marrus, Ph.D.
Graduate Dean

Susan Howson, Ph.D.
Associate Dean, Division II (includes Education)

Carolyn M. Johnston, B.A.
Student Services Coordinator

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION OF THE UNIVERSITY OF TORONTO (OISE/UT)

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Cecilia Reynolds, Ph.D.
Associate Dean, Academic Program

N. Carol Rolheiser, Ph.D.
Associate Dean, Academic Development

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Adult Education, Community Development and Counselling Psychology (AECDCP)

Merlin W. Wahlstrom, Ph.D.
Curriculum, Teaching and Learning (CTL)

Keith Oatley, Ph.D.
Human Development and Applied Psychology (HDAP)

Sandra Acker, Ph.D.
Sociology and Equity Studies in Education (SESE)

Glen Jones, Ph.D.
Theory & Policy Studies in Education (TPS)

OISE/UT AND SGS ADMINISTRATIVE OFFICERS (Partial List)

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Curriculum, Teaching and Learning (CTL)

Mary Louise Arnold, Ed.D.
Human Development and Applied Psychology (HDAP)

George J. Sefa Dei, Ph.D.
Sociology and Equity Studies in Education (SESE)

Nina Bascia, Ph.D.
Theory & Policy Studies in Education (TPS)

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Co-ordinator, Technology-Mediated
& Off-Campus Programs
Northwestern Centre

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Ottawa Valley/Centre régional d'Ottawa

TBA
Midnorthern/Northeastern Centre,
Sudbury Office

Bruce Cassie, Ph.D.
Midnorthern/Northeastern Centre,
North Bay Office

Denis Haché, Ph.D.
Centre de recherches en éducation du Nouvel-Ontario (CRENO)

Lynne Hannay, Ph.D.
Midwestern Centre

Jack Miller, Ph.D.
Southern Centre

John A. Ross, Ph.D.
Trent Valley Centre

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Registrar

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Assistant Registrar, Admissions

Jo Paul
Assistant Registrar, Registration/Graduation

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Heather Haslett, B.A.
Liaison Officer, Admissions

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Lily Stone
Liaison Officer, (CTL)

Lynn Romero
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zanne Herbert
nistry of Education and Training

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chael Awender
ndsor University

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iversity of Toronto (Scarborough)

e Hon. William Davis
st Premier of Ontario

hn Evans
esident Emeritus, University of Toronto
air, Torstar and Chair, Allelix

therine Henderson
esident, Ontario College of Art and Design

nique Landry-Sabourin
& M. Sabourin Translation Services

rbara Stevens-Burns
esident, Stevens-Burns Consultants

nes Turk
ecutive Director, Canadian Association of
versity Teachers

vid Williams
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urance Board

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Barry Vail
President, OISE Alumni Association

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Chair, Department of Curriculum, Teaching and Learning, OISE/UT

Staff: Judith Field
Administrative Assistant, Finance, OISE/UT

Student: Mohammad Javam
President, OISE/UT International Students' Association

EX OFFICIO

Michael Fullan, Dean, OISE/UT
Clive Beck, Chair, Faculty Council, OISE/UT

DECANAL APPOINTMENTS

Carl Corter
Associate Dean, Research and Field Activities, OISE/UT

Paul Gooch
Vice-Provost, University of Toronto

Angela Hildyard
Principal, Woodsworth College, University of Toronto

Cecilia Reynolds
Associate Dean , Academic Program, OISE/UT

Carol Rolheiser
Associate Dean , Academic Development, OISE/UT

NOTE: The Academic Year is comprised of three sessions - Fall, Winter, Summer - with the Summer Session subdivided into two terms - May/June and July/August.

NOTE: In the following schedule of Sessional Dates and Deadlines, "full-year" courses refer to courses which run through both the Fall and Winter Sessions

NOTE: Each department may also have deadlines related to these general Sessional Dates and Deadlines.

2001

January 8	Lectures begin for the 2001 Winter Session
January 12	Deadline for registration, including tuition fee payment, for students beginning the programs in the 2001 Winter Session. After this date a late registration fee will be charged
January 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees t be recommended for the master's degree if they are to receive Ph.D. residence credit for the year. (This date is crucial for meeting School of Graduate Studies deadlines)
January 17	Deadline for master's degree students who completed degree requirements in the 2000 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
January 19	Grade submission date for the 2000 Fall Session. (Grades will be mailed to studen in mid-February)
January 19	Deadline for INC designation for 2000 Winter Session courses to be changed to a regular grade or a failure
January 26	Deadline for adding 2001 Winter Session courses
January 31	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. **Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday.** **• For Ph.D. - at least eleven working weeks before this date** **• For Ed.D. - at least nine working weeks before this date**
January 31	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council
February 15	Deadline for M.Ed. students to request convocation in Spring if **all** course requirements, comprehensives and/or research will be completed in the 2001 Winter Session

2001 (continued)

rch 2	Deadline for withdrawing from 2001 Winter Session and full-year courses without academic penalty
rch 2	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2001 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
rch 2	Final date for part-time Special Students to submit application forms and all pertinent documents for application to 2001 Summer Session, first term
rch 12-16	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
rch 15	Graduation "in absentia"
rch 15-19	Registrar's Office will begin mailing out course selection forms for continuing students, for the 2001 Summer Session, 2001 Fall Session and the 2002 Winter Session
il 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
il 13	Last day of 2001 Winter Session and full-year lectures
il 13	Good Friday (University closed)
il 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
il 23	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Spring Convocation. **Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit.** • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
il 23	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred at Spring convocation
il 30	Continuing students should select courses for the 2001 Summer Session, the 2001 Fall Session and the 2002 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
1	Deadline for selecting Audio Distance Education courses for the 2001 Summer Session
1	First day of classes and registration for the 2001 Summer Session, first term
4	First day of classes and registration for students in the Ed.D. Administrator Doctoral Cohort specialization

2001 (continued)

May 4	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2001 Summer Session, second term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
May 4	Final date for part-time Special Students to submit application forms and all pertinent documents for application to 2001 Summer Session, second term
May 11	Deadline for registration for 2001 Summer Session Independent Study and Research
May 11	Deadline for registration for 2001 Summer Session, first term, including tuition fee payment where applicable
May 11	Deadline for adding or dropping 2001 Summer Session, first term courses
May 18	University closed
May 19	Grade submission date for 2001 Winter Session and full-year courses. Grades wil be available on ROSI (via SWS) approximately two weeks after this date
May 19	Deadline for INC designation for 2000 Summer Session courses to be changed to regular grade or a failure
May 21	Victoria Day (University closed)
May 25	Deadline for selecting Audio Distance Education courses for the 2001 Fall Sessio and the 2002 Winter Session
June 11	Deadline for adding 2001 Summer Session, second term courses **without instructor's approval.** After this date, instructor's approval at the beginning classes is required
June 11	Last day of 2001 Summer Session, first term lectures
June 11	Spring Convocation - Ph.D. and M.A. (2:30 pm)
June 12	Spring Convocation - M.A.(T) (2:30 pm)
June 15	Deadline for submission of Individual Reading and Research course approval form to be submitted to the Registrar's Office, Graduate Studies Registration Unit, for 2001 Summer Session, second term courses
June 22	Spring Convocation - Ed.D. and M.Ed. (10:00 am)
July 2	Canada Day (University closed)
July 3	Lectures begin for the 2001 Summer Session, second term
July 3-4	Registration for the 2001 Summer Session, second term, including tuition fee payment where applicable

2001 (continued)

ly 4	Deadline for registration, without late fee, for 2001 Summer Session, second term
ly 5	Deadline for M.Ed. students to request convocation in the Fall if **all** course requirements, comprehensives and/or research will be completed in the 2001 Summer Session
ly 6	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2001 Fall Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses
ly 6	Final date for part-time Special Students to submit application forms and all pertinent documents for application to the 2001 Fall Session
ly 13	Deadline for adding or dropping 2001 Summer Session, second term courses
ly 31	Deadline for adding 2001 Fall Session and full-year courses, **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
ugust 6	Civic Holiday (University closed)
ugust 14	Last day of 2001 Summer Session, second term lectures
ugust 14	Registration for the 2001 Fall Session and the 2002 Winter Session begins
eptember 3	Labour Day (University closed)
eptember 4	Deadline for submission of Individual Reading and Research course approval forms for 2001 Fall Session and full-year courses, to be submitted to the Registrar's Office, Graduate Studies Registration Unit
eptember 10	Lectures begin for the 2001 Fall Session and full-year courses
eptember 14	Deadline for 2001/02 Fall/Winter Session registration. After this date, a late registration fee will be charged
eptember 14	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Unit, for master's degrees to be awarded at Fall Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
eptember 18	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred at Fall Convocation. **Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit.** • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
eptember 28	Deadline for adding 2001 Fall Session and full-year courses
eptember 28	Grade submission date for 2001 Summer Session courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date

2001 (continued)

September 28	Deadline for INC designation for 2000 Fall Session courses to be changed to a regular grade or a failure
September 30	Last day to request a Deferral of Admission for the 2001 Fall Session and the 200 Winter Session
October 2	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degree are to be conferred at Fall convocation
October 8	Thanksgiving Day (University closed)
October 15	Deadline for M.Ed. students to request convocation in March (in absentia) or in t Spring if **all** course requirements, comprehensives and/or research will be completed in the 2001 Fall Session
November 2	Deadline for withdrawing from 2001 Fall Session courses without academic pena
November 2	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2002 Winter Session. No guarantee can be given that the application will be considered for admission to either degree programs or courses
November 2	Final date for part-time Special Students to submit application forms and all pertinent documents for application to the 2001 Winter Session
November 21	Fall Convocation - Ed.D., M.Ed. and M.A.(T) (6:00 pm)
November 22	Fall Convocation - Ph.D., M.A. (6:00 pm)
December 3	Deadline for submitting application forms, together with all pertinent documentati for admission to degree programs beginning in the 2002 Summer Session, the 20 Fall Session and the 2003 Winter Session. While applications will be accepted a this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses.
December 3	Deadline for receipt of applications for a 2002 Fall Session and 2003 Winter Sess Graduate Assistantship (for full-time study only)
December 7	Last day of lectures for the 2001 Fall Session
December 7	Deadline for adding 2002 Winter Session courses, **without instructor's approval.** After this date, instructor's approval at the beginning of classes is required
December 14	Deadline for submission of Individual Reading and Research course approval for for the 2002 Winter Session to be submitted to the Registrar's Office, Graduate Studies Registration Unit
December 24 - January 4	Christmas/New Year (University closed)

2002

anuary 7	Lectures begin for the 2002 Winter Session
anuary 11	Deadline for registration for students beginning their programs in the 2002 Winter Session. After this date a late registration fee will be charged
anuary 17	Deadline for students who hold dual registration for both M.A. and Ph.D. degrees to be recommended for the master's degree if they are to receive one year of the required "full-time study" credit towards the Ph.D. (This date is crucial for meeting School of Graduate Studies deadlines)
anuary 17	Deadline for master's degree students who completed degree requirements in the 2001 Fall Session to submit appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for master's degrees to be conferred in absentia at the March meeting of the Governing Council or at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
anuary 19	Grade submission date for the 2001 Fall Session courses. Grades will be available on ROSI (via SWS) approximately two weeks after this date
anuary 19	Deadline for INC designation for 2001 Winter Session courses to be changed to a regular grade or a failure
anuary 25	Deadline for adding 2002 Winter Session courses
anuary 17	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred in absentia at the March meeting of the Governing Council. **Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit, and taking into account the intervening Christmas holiday.** • **For Ph.D. - at least eleven working weeks before this date** • **For Ed.D. - at least nine working weeks before this date**
anuary 31	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred in absentia at the March meeting of Governing Council
ebruary 15	Deadline for M.Ed. students to request convocation in Spring if **all** course requirements, comprehensives and/or research will be completed in the 2002 Winter Session
larch TBA	Graduation "in absentia"
larch 1	Deadline for withdrawing from the 2002 Winter Session and full-year courses without academic penalty
larch 1	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2002 Summer Session, first term. No guarantee can be given that the application will be considered for admission to either degree programs or courses

2002 (continued)

March 1	Final date for part-time Special Students to submit application forms and all pertinent documents for application to 2002 Summer Session, first term
March 11-15	Midwinter break in the Ontario school system (no OISE/UT classes scheduled)
March 15-19	Registrar's Office begins mailing course selection forms for continuing students, for the 2002 Summer Session, 2002 Fall Session and the 2003 Winter Session
March 29	Good Friday (University closed)
April 1	Deadline for formation of M.A., Ed.D., and Ph.D. thesis committees
April 12	Last day of 2002 Winter Session and full-year lectures
April 19	Deadline for submitting appropriate documentation to the Registrar's Office, Graduate Studies Registration Unit, for Masters' degrees to be awarded at Spring Convocation. (This date is crucial for meeting School of Graduate Studies deadlines)
April 19	Deadline for final oral examinations for Ed.D. and Ph.D. degrees to be conferred a Spring Convocation. **Arrangements must be made through the Registrar's Office, Graduate Studies Registration Unit.** • **For Ph.D. - at least nine working weeks before this date** • **For Ed.D. - at least seven working weeks before this date**
April 30	Continuing students should select courses for the 2002 Summer Session, the 200 Fall Session and the 2003 Winter Session prior to this date. Maximum enrolment may be reached in some courses well before this date
May 3	Deadline for submitting the final Ph.D. or Ed.D. thesis for students whose degrees are to be conferred at Spring convocation
May 3	Final date for submitting application forms, together with all pertinent documentation, for admission to degree programs beginning in the 2002 Summer Session, second term. No guarantee can be given that the application will be considered for admission to either degree programs or courses
May 3	Final date for part-time Special Students to submit application forms and all pertinent documents for application to 2002 Summer Session, second term
May 19	Grade submission date for 2002 Winter Session and full-year courses. Grades wil be available on ROSI (via SWS) approximately two weeks after this date
May 19	Deadline for INC designation for 2001 Summer Session courses to be changed to regular grade or a failure
May 20	Victoria Day (University closed)
June TBA	Spring Convocation

TRAVAUX ET THÈSES EN FRANÇAIS

La plupart des cours qu'offre l'Institut d'études pédagogiques de l'Ontario de l'Université de Toronto sont en anglais. Cependant, les étudiantes et les étudiants qui le désirent pourront soumettre leurs travaux en français en prenant les dispositions nécessaires avec les professeures et professeurs dont les noms apparaissent ci-dessous. Nous recommandons aux étudiantes et étudiants de bien vouloir rencontrer leur(s) professeure(s) ou professeur(s) au préalable s'ils ou elles souhaitent remettre leurs travaux en français.

Veuillez noter que OISE/UT n'offre que quelques cours en français sur le campus. Il est très peu probable que l'on puisse poursuivre un programme d'études entièrement en français sur le campus ; toutefois, le bureau de la formation à distance offre présentement un programme d'études en français. Prière de consulter la page 232 pour plus de renseignements sur ce programme.

Département d'éducation des adultes: apprentissage et psychologie du counseling
B. Hall, A. M. Thomas

Département de curriculum, d'enseignement et d'apprentissage
N. Bélanger, M.-J. Berger, B. J. Burnaby, S. Churchill, D. Corson, A. Cumming, J. P. Cummins, G. Feuerverger, N. J. Frenette, A. Gagné, D. Gérin-Lajoie, G. Hanna, M. B. Harley, N. Labrie, S. Lapkin, R. S. McLean, P. Nagy, M. K. Swain, M. Turnbull, D. N. Wilson

Département du développement humain et de psychologie appliquée
M. Ferrari, E. Geva, B. Schneider, J. Wiener

Département de sociologie et d'études de l'équité en éducation
TBA (Centre du Moyen-Nord/Nord-Est), M. Eichler, M. Heller, D. W. Livingstone, C. P. Olson, S. H. Razack

Département d'études des théories et politiques en éducation
S.E. Anderson, D. Haché

Voir la section *Interdisciplinary Research Foci* pour une description des cours en français, sous la rubrique *Études en français* à la page 232.

COURSE SELECTION FOR CONTINUING M.A., M.A.(T.), M.T., M.ED., ED.D. AND PH.D. STUDENTS

Course selection information for the 2001 Summer Session, the 2001 Fall Session and the 2002 Winter Session will be mailed in mid March 2001. The student telephone service will be available beginning March 21. Maximum enrolment may be reached in some courses well before the latter date. These dates apply to courses in both the Fall and Winter Sessions of the academic year.

Students should select courses before April 30 by using one of the following methods:
- the telephone service
- the Web at <www.rosi.utoronto.ca>

NOTE: For courses which require the instructor's approval or which are extra to your program, return the completed course selection forms to the Registrar's Office, Graduate Studies Registration Unit.

NOTE: Course selection does not constitute official registration in programs or courses. You must pay your fees to complete the process.

If you are unable to get into the courses of your choice, we suggest that you attend the first class and speak to the instructor of the course regarding possible enrolment in the course.

DEFINITION OF FULL-TIME STUDENT

Full-time graduate students are defined according to government regulations as follows:

a) They must be pursuing their studies as a full-time occupation and identify themselves as full-time graduate students in all documentation.

b) They must be considered by OISE/UT to be in full-time study.

c) They must be geographically available and visit the campus regularly.

d) They must be considered to be full-time graduate students by their supervisors.

PART-TIME STUDY/LATE AFTERNOON AND EVENING CLASSES IN FALL AND WINTER SESSIONS

During the 2001 Fall Session and the 2002 Win Session, it is anticipated that many of the courses will be offered in the late afternoon or evening.

Fully employed, part-time students interested i these classes may pursue one of the following patterns of study:

a) two half-courses in each of the two sessions

b) four half-courses which run for both the Fall and Winter Sessions;

c) two full courses which run for both the Fall and Winter Sessions; or

d) where scheduling necessitates, two half-courses which run for both the Fall and Winte Sessions, along with one half-course which runs for the Fall Session and one half-course which runs for the Winter Session.

STUDY IN SUMMER SESSION

During each term of the Summer Session (May June) and (July-August), students eligible to register **full-time** may take two half-courses; **part-time** students may take one half-course

NOTE: Students enrolled in the following specializations and who are undertaking their required period of full-time study in the Summe Session are exempt from the above:

- The **Administrator Doctoral Cohort** specialization in the Educational Administration Program
- The **Ed.D. in Higher Education** specialization in the Higher Education Progra
- The **Ed.D. for Community College Leaders** in the Higher Education Program

Ph.D. and Ed.D. candidates who have complet the minimum full-time study requirement, will register for the Fall, Winter and Summer Sessions when they register in September (or i January for those beginning their doctoral program then).

F-CAMPUS/DISTANCE EDUCATION

SE/UT offers off-campus sections of some urses in a variety of Ontario locations. wever, because of a limited selection of urses, it may not be possible to complete all gram requirements off-campus. Most off-mpus courses are offered in a distance ucation mode, mainly via computer nferencing. For computer conferencing urses, students must have regular access to omputer and modem.

urses via audio conferencing use sites in rthern Ontario (i.e., north of Parry Sound) ich are part of the Contact North/Contact Nord twork. Sites in southern Ontario are termined according to the location of students o selected courses by the deadline listed in e OISE/UT Course Schedule (off-campus ction). Students who have selected courses the deadline will receive written details about e site location and dates and times of classes fore the beginning of the course. **Students e urged to select courses by the adline. Courses may be cancelled if rolment is low.**

ourse Requirements

ourse requirements are the same for both off- d on-campus students. Please consult the partmental sections, pages 42 - 220.

ff-Campus Library Services

e Education Commons makes available, either ectly or through the local Field Centres, all sential reading materials for off-campus udents to meet the requirements of their urses. In addition, full reference services are fered, including the preparation of mputerized literature searches and the quisition of materials through inter-library loan.

pplication Procedures

pplicants should contact their local OISE/UT eld Centre (see listing in Research and Field tivities section, pages 240 - 242) for an plication/Information Package. In areas of e province not served directly by a Field entre, contact should be made with the egistrar's Office, Graduate Studies Admissions nit, OISE/UT. **Application procedures e the same for all students** (see pages 6 - 40).

Registration

Course selection does not constitute official registration. You must pay your fees to complete the process.

Part-time, off-campus students **who have already been admitted to a degree program** will be mailed a fees invoice when all admission conditions have been satisfied. Please refer to registration materials which are mailed to students each year for appropriate dates and procedures.

REQUIRED PERIOD OF FULL-TIME STUDY

Many programs specify a period during which the student is required to be on campus and consequently in such geographical proximity as to be able to participate fully in the university activities associated with the program. This required period of full-time study provides the student with an opportunity to become immersed in the intellectual environment of the university. Full-time study requirements can be filled only through:

a) consecutive Fall and Winter Sessions i.e., September to December and January to April in the same academic year

OR

b) the Winter Session in one academic year followed by the Fall Session in the next academic year.

NOTE: Full-time study credit is not given for registration in the Summer Session except for those students enrolled in the following specializations and who are undertaking their required period of full-time study in the Summer Session:

- The **Administrator Doctoral Cohort** specialization in the Educational Administration Program
- The **Ed.D. in Higher Education** specialization in the Higher Education Program
- The **Ed.D. for Community College Leaders** in the Higher Education Program

Where full-time, on-campus study is required for a degree program, such study ordinarily begins in September. While it is possible to begin full-time study in January, the OISE/UT department in which the program is being undertaken must be in a position to offer that program beginning in January.

DUAL REGISTRATION FOR M.A. AND PH.D. CANDIDATES

Students in an M.A. program at the University of Toronto who have been offered admission to a Ph.D. program conditional on completion of the master's program may be dual registrants for only one session in both programs under the following conditions:

1. The master's thesis committee has been officially formed and a minimal amount of work remains to complete the master's thesis.
2. Permission has been granted by OISE/UT.
3. The student will be engaged in full-time Ph.D. studies (i.e., a minimum of two half-courses during the session of dual registration) and will be registered full-time in the Ph.D. and part-time in the master's program. **NOTE:** Only the appropriate Ph.D. fees will be charged.
4. The period of dual registration will be either September 1 to January 31 or January 1 to May 1.

To receive full-time study credit for the Ph.D. for the period of dual registration, the student must be recommended for the master's degree by mid-January for September dual registrants, or by mid-April for January dual registrants. Otherwise the Ph.D. registration will be cancelled, no full-time study credit will be allowed, and the student will continue to be registered as a master's student only. Appropriate fees adjustment will be made so that the student will be charged fees only as a master's student. Ph.D. course credit will be retained for courses completed during the period of dual registration.

Students who are not recommended for the master's degree by the deadline and whose enrolment in the Ph.D. is thereby cancelled, may not apply for dual registration a second time. They must successfully complete the requirements for the master's degree before registering in the Ph.D. program.

TRANSFER BETWEEN PROGRAMS

M.A. and M.Ed. candidacy is **not normally** interchangeable. Similarly, the two doctoral programs, Ph.D. and Ed.D., are distinct in de and orientation and candidacy is **not norma** interchangeable. It is therefore most importa for the applicant to give serious consideratio the choice of program. Only in exceptional cases will a request for transfer between the master's or the two doctoral programs be considered. Such a request would have to be made to the OISE/UT Registrar's Office, Graduate Studies Registration Unit, early in t student's degree candidacy and would requir the support of the student's department.

CONTINUITY OF REGISTRATION

Doctoral candidates who have complete the required minimum period of full-time study who have not completed other requirements f the degree must register annually in Septemb and pay the full-time fee until all degree requirements have been completed.

Full-time master's students, once they past the "minimum period of registration" or ha completed the required course work (whichev comes first), must continue to register on a fu time basis and pay the full-time fee until all degree requirements have been completed.

If full-time Master's students wish to change t part-time status, the change must be request before they are past the 'minimum period of registration' **or before** they have completed of their courses, whichever comes first. They will be required to maintain continuous registration and to pay part-time fees until all degree requirements have been completed.

Part-time master's students register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, t must register annually and pay the part-time f until all other requirements have been completed.

Failure to register as required will cause a student's candidacy to laps

ARENTAL LEAVE

aduate students may apply to the OISE/UT gistrar's Office, Graduate Studies gistration Unit, for a parental leave during their ogram. This policy is intended to recognize the ed for leave at the time of pregnancy, birth, or option in order to provide full-time care in the st year of parenting a new child.

completing the Parental Leave Request form, parent may apply for up to three sessions of ave to be completed within twelve months of e date of birth or custody. Where both parents e graduate students seeking parental leave, e total number of sessions cannot exceed ur.

udents on leave will not be eligible to receive SE/UT Graduate Assistantships, or holarships, or other OISE/UT awards; only SE/UT Scholarships may be deferred. In the se of other fellowships, the regulations of the rticular granting agency will apply.

e terminal date of the degree program will be tended by the duration of the leave taken. rmally, the start and end of the leave should incide with the start and end of a session.

EAVE FOR HEALTH PROBLEMS OR ERSONAL CIRCUMSTANCES

aduate students whose programs require ntinuous registration may apply to the SE/UT Registrar's Office, Graduate Studies gistration Unit, for a one-session to three-ssion leave during their program of study on e grounds of health or personal problems which mporarily make it impossible to continue in the ogram. Once on leave, students will neither be gistered nor will they be required to pay fees this period. They may not make demands on the resources of the university, such as e library facilities, attend courses or expect vice from their supervisor or make any formal ogress toward their degree. They will not be gible to receive or defer University of Toronto lowship support during the leave. In the case other graduate student awards, the gulations of the particular granting agency ply.

udents may make application for such leave completing the Leave Request form and bmitting it to the OISE/UT Registrar's Office, aduate Studies Registration Unit, for approval. e terminal date of the degree program will be extended by the duration of the leave taken. Only under exceptional circumstances will the student be granted more than one leave under the terms of this policy. Normally, the start and end of the leave should coincide with the start and end of a session. Leave requests which do not fall under the terms of this policy will require final approval from the School of Graduate Studies.

COURSE CHANGES AND COURSE COMPLETION

The deadlines for adding and dropping courses for the Fall, Winter and Summer Sessions are listed in the Sessional Dates and Deadlines, pages 14 - 20. Students should pay special attention to these. After these dates no changes can be made. Should a student not continue in the course, the course itself will remain on the record (transcript) with a WDR (Withdrawal) notation. Should a student continue in the course but not complete the requirements for the course, it will remain on the record (transcript) and a grade of 'Incomplete' (INC) or 'Failure' (FZ) will be assigned. If a student has incomplete or failed courses, others must be added to fulfil the degree requirements.

The deadlines by which grades must be submitted are also listed in the Sessional Dates and Deadlines, pages 14 - 20. These dates are mandatory. They represent the dates on which the grades are due in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Please note that sufficient time must be allowed for the instructor to grade the paper in order to comply with these dates. The deadline for submission of papers will therefore be determined by the instructor.

Only in very rare circumstances would an appeal for an extension beyond the final deadline dates be considered. (See Student Appeals, page 262.)

NOTE: Throughout a degree program at OISE/UT, it is the student's responsibility to ensure that the OISE/UT Registrar's Office, Graduate Studies Registration Unit, is notified by the appropriate dates of any changes in courses and of any other relevant information concerning the program.

GRADE REPORTS

Grade will be available on ROSI via the Student Web Service at <www.rosi.utoronto.ca>. Please refer to the Sessional Dates in this *Bulletin* for further information.

TRANSCRIPTS

All requests for transcripts of academic records, **with the exception of transcripts of courses taken in the Additional Qualification Program for Teachers,** must be directed to the consolidated transcript centre at the following address:

University of Toronto Transcript Centre
Room 1006, 100 St. George Street
Toronto, Ontario M5S 3G3
Telephone: 416-978-3384
Web Addresses:

- www.chass.utoronto.ca/ofr/transcripts/trnscrpt.htm
- www.rosi.utoronto.ca

Requests for transcripts of courses taken in the Additional Qualification Program for Teachers should continue to be made to:

The Records Officer
OISE/UT Registrar's Office
252 Bloor Street West, Room 4-455
Toronto, Ontario M5S 1V6
Telephone: 416-926-4743

Other than periods of the year when the demand for transcripts is especially heavy, requests will be processed within 5 - 10 working days.

At the time of printing this *Bulletin*, the charge for a transcript is $8.00 (plus GST and PST) for each copy. (This charge is subject to change.) Transcripts will not be issued for students who have outstanding obligations to the university. (See pages 245 and 262.)

INIMUM DMISSION, ROGRAM AND EGREE EQUIREMENTS

OISE/UT conducts, within the School of Graduate Studies, programs leading to the following graduate degrees. Note that, with the exception of the Master of Arts in Child Study and Education program and the Master of Teaching in Human Development and Curriculum program, graduate degrees at OISE/UT do not lead to certification for teaching in Ontario's schools.

Master of Education (M.Ed.)
Master of Arts (M.A.)
Master of Arts in Teaching (M.A.(T.))
Master of Teaching (M.T.)
Doctor of Education (Ed.D.)
Doctor of Philosophy (Ph.D.)

NOTE: Application procedures are described on pages 36 - 40.

Following is an outline of the **minimum** admission, program and completion requirements for the various graduate degrees in Education. Individual OISE/UT departments may have additional requirements. Candidates will be required to undertake whatever additional studies OISE/UT considers necessary.

A bachelor's degree or other first degree does not necessarily confer eligibility for graduate admission to OISE/UT. The university reserves the right to determine whether or not credentials of degree-granting institutions meet the standards for admission to University of Toronto programs.

Applicants who hold professional degrees only, and who wish to pursue graduate programs in Education, must be prepared for the possibility of taking some academic makeup courses at the undergraduate level before being eligible for consideration for admission to graduate study.

Applicants who graduated five or more years ago without achieving sufficiently high standing in the bachelor's degree, for admission to the School of Graduate Studies as degree candidates, may be considered for admission if a department wishes to present a case for non-standard admission. Such applicants must present substantial evidence that they have done significant intellectual work and/or made a significant professional contribution. This contribution and its impact must be detailed and documented (e.g., publications, curriculum materials and usage data, policy reports) and presented as part of the application.

MASTER OF EDUCATION (M.Ed.)

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

Admission Requirements

a) An appropriate three- or four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the Admission Requirements section of individual departments for programs which require higher standing, pages 42 - 220.)

If the bachelor's degree specialization is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically-oriented courses not clearly defined on the transcript, in order to establish equivalency. An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on the five most recent and most senior level academic full courses or their equivalent.

Depending on the makeup of the degree, and the student's intended area of specialization at the master's level, some additional study may be required either within the degree program or prior to admission.

b) A year of professional education for teaching, or the equivalent in pedagogical content, is helpful.

c) At least one year of relevant, successful, professional experience.

Program of Study

Applicants must declare their choice of OISE/UT department, degree, program, specialization and subspecialization (optional) at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While a student may request a transfer to a different home department en route to the degree, such change may result in a lengthened program.

The minimum program requirements for the M
degree are as follows:

a) In keeping with their department's requirement, students must undertake one
the following options to complete their program.

Option I - Coursework only:
ten half-courses plus a comprehensive examination/requirement.
Option II - Research Project:
eight half-courses plus a research projec
a Major Research Paper.
Option III - Thesis:
six half-courses plus a thesis.

The M.Ed. degree program requires that a minimum of half of the courses must be tak
in the home department unless otherwise specified by the department. Where appropriate to a student's program, a full course in some other graduate department
the University of Toronto may be included a
equivalent to two of the half-courses.

b) Full-time study, though desirable, is not required (except in the M.Ed. program in Counselling Psychology for Psychology Specialists).

c) **Full-time master's students, once they are past the "minimum period**
registration" or have completed th
required course work (whichever comes first) must continue to register on a full-time basis and pa
the full-time fee until all degree requirements have been completed

If full-time Master's students wish to chang
part-time status, the change must be requested before they are past the 'minimu
period of registration' **or before** they have
completed all of their courses, whichever comes first. They will be required to mainta
continuous registration and to pay part-tim
fees until all degree requirements have bee
completed.

d) **Master's students proceeding to th**
degree on a part-time basis register
those sessions in which they are completing course requirements for
degree. When all course requiremen
have been completed,

hey must register annually and pay he part-time fee until all other degree requirements have been completed.

All requirements for the degree must be satisfactorily completed **within six years** rom first enrolment.

Applicants who have completed graduate courses in education beyond what is required or admission as an M.Ed. candidate may be granted credit for up to two half-courses, or 25% of the course requirements for the M.Ed. degree, whichever is greater, provided those courses were not credited toward another degree, diploma, certificate, or any other qualification.

Similarly, it is possible in an individual case, with the prior approval of the student's faculty advisor and the OISE/UT Registrar's Office, Graduate Studies Registration Unit, to plan an M.Ed. program so that courses may be taken at another university in keeping with the ransfer credit policy previously described.

NOTE: This will not reduce the total program ee required.

Candidates **must apply to graduate** by completing and returning an **Application to Graduate card** obtained from the OISE/UT Registrar's Office, Graduate Studies Registration Unit. Those completing their program, including the comprehensive or the esearch requirement, in the session indicated below must make such application by the date shown and will receive their diplomas as ollows:

- **Summer Session completion - apply by July 5**
  Candidates will receive their diploma at the November convocation ceremony.
- **Fall Session completion - apply by October 15**
  Candidates will have the option of receiving their diploma through the mail in March, since there is not a ceremony at that time, or of receiving their diploma at the convocation ceremony in June.
- **Winter Session completion - apply by February 15**
  Candidates will receive their diploma at the June convocation ceremony.

MASTER OF ARTS (M.A.)

This degree is designed to provide academic study and research training related to fields of professional specialization in education. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

Some M.A. degree programs at OISE/UT, e.g. History and Philosophy of Education, and Sociology in Education are one-year programs comprised of six half-courses after a four-year bachelor's degree in the same cognate area of specialization. M.A. degree programs in, for example, Adult Education, Curriculum, Educational Administration, and Higher Education are generally one-year programs comprised of eight half-courses after a four-year bachelor's degree in a relevant discipline or professional program.

Consult departmental information for full details, pages 42 - 220.

Admission Requirements

a) Normally, an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. (See the admission requirements section of individual departments for programs which require specified undergraduate disciplines and a higher standing for admission, pages 42 - 220.)

If the specialization of the bachelor's degree is not offered at the University of Toronto, it will be necessary to submit course descriptions of all academically-oriented courses which are not clearly defined on the transcript, in order to establish this equivalency.

An applicant whose bachelor's degree is equivalent to a University of Toronto degree but which has been pursued on a part-time basis is evaluated on the five most recent and most senior level academic full courses or their equivalent.

In addition, a year of professional preparation for education, or the equivalent, and at least one year of relevant successful professional experience are highly appropriate and desirable qualifications for admission.

b) Applicants with qualifications as above, except that their bachelor's degree is a University of Toronto three-year degree or equivalent, may be admitted to a two-year M.A. program in some fields.

For those applicants who have a year of professional preparation for education, or the equivalent in pedagogical content, and at least one year of successful professional experience in education, the program would ordinarily consist of one and one-half years of study (ten half-courses).

Program of Study
Applicants must declare their choice of OISE/UT department, degree, program, specialization and subspecialization (optional) at the time of application. Upon admission, the student will be assigned to a faculty advisor who will assist in determining an appropriate program of study. While in some OISE/UT departments additional requirements have been established, the minimum requirements for the M.A. in OISE/UT are as follows:

a) A **one-year program** comprised of at least six half-courses, selected in accordance with requirements in the home department. Where appropriate to a student's program, a full- or half-course in some other graduate department of the University of Toronto may be included in the **six** half-course program.

b) Candidates admitted to an extended program **(one and one-half years)** on the basis of either a three-year or a four-year bachelor's degree which does not embrace the specialization proposed at the graduate level, plus a year of professional education for teaching and successful professional experience, will ordinarily be required to complete at least **ten** half-courses.

c) Candidates admitted to a **two-year program**, on the basis of either a three-year or a four-year bachelor's degree which does not embrace the specialization proposed at the graduate level, are required to complete **twelve** half-courses.

d) A thesis. All M.A. candidates, with the exception of the Child Study and Education program which does not require a thesis, must have their thesis committees officially formed as follows:

- **if studying full time** - April 1 of the ye following completion of the full-time stud requirement, or the minimum period of registration;
- **if studying part-time** - upon the completion of two-thirds of the M.A. coursework.

All students using human subjects in their thesis research must have their proposals reviewed by the OISE/UT-wide Student Education Ethics Review Committee (SEEF administered by University of Toronto Research Services (UTRS). Please consu the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

e) In most departments it is possible to pursu M.A. program on a part-time basis. A minim of one academic year of full-time study is required for some programs. Consult departmental information for full details, pa 42 - 220.

f) **Full-time master's students, once they are past the "minimum period registration" or have completed th required course work (whichever comes first) must continue to register on a full-time basis and p the full-time fee until all degree requirements have been complete**

If full-time Master's students wish to chang part-time status, the change must be requested before they are past the 'minimu period of registration' or before they have completed all of their courses, whichever comes first. They will be required to mainta continuous registration and to pay part-tim fees until all degree requirements have bee completed.

g) **Master's students proceeding to t degree on a part-time basis regist in those sessions in which they ar completing course requirements fo the degree. When all course requirements have been complete they must register annually and p the part-time fee until all other degree requirements have been completed.**

) All requirements for the degree must be satisfactorily completed **within five years** from first enrolment for candidates admitted to one-year (six or eight half-course) programs and **within six years** from first enrolment for candidates admitted to one and one-half-year (ten half-course) or two-year (twelve half-course) programs.

Candidates who have completed graduate courses at another university, beyond that required for admission to a one-year M.A. program, may be granted credit for up to two half-courses or 25% of the course requirements for the M.A. degree, whichever is greater, provided that those graduate courses were not credited toward another degree, certificate, diploma, or any other qualification.

Similarly, it is possible in an individual case, with the prior approval of the student's faculty advisor and the OISE/UT Registrar's Office, Graduate Studies Registration Unit, to plan an M.A. program so that courses may be taken at another university in keeping with the transfer credit policy previously described.

NOTE: This will not reduce the total program fee required.

IASTER OF ARTS IN TEACHING M.A.(T.))

his program is designed for the professional eacher of Language Arts and/or English. It ncludes a balance of contemporary educational, terary and literacy theories with content in nglish studies. The program is designed for art-time study but may also be completed on a ll-time basis in three consecutive sessions - all, Winter and Summer.

dmission Requirements

)A four-year bachelor's degree, or equivalent, in English, or English and another subject from the University of Toronto, or another approved university. Applicants without sufficient background in English may be required to take one or more undergraduate courses in addition to the program requirements.

)A **mid-B** standing in English courses from the University of Toronto or another approved university. Undergraduate courses in education are not given consideration.

c) One year of teaching experience or equivalent professional experience.

d) Two letters of recommendation, one from the applicant's undergraduate program.

e) Recent résumé or curriculum vitae which must include teaching experience after graduation.

Program of Study

Students will be required to complete:

a) One full course in the history and theory of the study of English.

b) One full course in the Graduate Department of English.

c) Four half-courses from the list of Master of Arts in Teaching courses of instruction, pages 104 - 106.

MASTER OF TEACHING (M.T.)

The Departments of Curriculum, Teaching and Learning, and Human Development and Applied Psychology offer a two-year Master of Teaching degree in Human Development and Curriculum. Upon successful completion of this program, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools. Applicants apply for admission to this program through either the Department of Curriculum, Teaching and Learning or the Department of Human Development and Applied Psychology. Admission and degree requirements for the program are the same for both departments. (See pages 106 - 109 and 145 - 146 for further information.)

Admission Requirements

An appropriate University of Toronto four-year bachelor's degree or its equivalent from a recognized university, completed a University of Toronto **mid-B or better** in the final year.

Applicants normally must:

a) Submit a Statement of Intent describing three significant teaching and/or teaching-related experiences, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools.

b) Be interviewed by a panel of faculty, teachers and students.

Given the limited number of students in this program, not all eligible applicants can be admitted.

Because applicants are applying to a teacher education program they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth

b) a photocopy of a certificate of change of name where applicable

c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE: Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.

NOTE: In addition, a criminal record check is required for certification by the Ontario College of Teachers.

Program of Study

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and two electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program in order to graduate and receive the M.T. degree and be recommended to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

DOCTOR OF EDUCATION (Ed.D.)

The Ed.D. program is designed to provide opportunities for more advanced study for tho who are already engaged in a career related to education. The emphasis of the program is on the development of skills in the application of knowledge from theory and research findings practical educational problems. The Ed.D. represents professional development at a hig level in a particular field of education, pursued depth. The average time to completion is approximately five years. For information on t availability of programs in various areas of specialization, see the appropriate departme sections, pages 42 - 220.

Admission Requirements

a) A University of Toronto M.Ed. or M.A. in Education, or its equivalent from a recogniz university, in the same area of specializatio proposed at the doctoral level, completed w standing equivalent to a University of Toron **B+ or better** in master's courses. Furthe documentation may be required to establis equivalence. (See the admission requirements section of individual departments for programs which require hig standing for admission, pages 42 - 220.)

b) Appropriate letters of reference commentin on scholarly achievement and promise and professional performance and promise.

c) Because the program is intended primarily experienced professionals in the Ontario educational system, a personal interview w be conducted whenever possible.

d) Ordinarily, one year of professional preparation for education.

e) Successful professional experience in education, or in a relevant field.

f) Evidence of ability to identify a research or development problem, to design and condu study or project, and to report the findings results, all in a rigourous manner. Example such evidence include a high-quality Proje Report, a Qualifying Research Paper (QRP a master's thesis. Should a Qualifying Research Paper be required, please consu the OISE/UT Guidelines for the QRP, avail from the Registrar's Office, Graduate Stud Admissions Unit.

Additional requirements may be deemed ppropriate for admission within the Ed.D. rogram. Such requirements are outlined in he departmental sections, pages 42 - 220.

ogram of Study
plicants must declare their choice of OISE/UT partment, degree, program, specialization and specialization (optional) at the time of plication. Upon admission, the student will be signed to a faculty advisor, who will assist in ermining an appropriate program of study. ile additional requirements have been ablished in some OISE/UT departments, the imum requirements for the Ed.D. are as ows:

Normally, a minimum of one Fall Session and one Winter Session of full-time study taken consecutively (i.e., Fall Session - September o December, followed by Winter Session - January to April, or Winter Session - January o April, followed by Fall Session - September o December).

NOTE: Full-time study credit is not given for egistration in the Summer Session except for hose students enrolled in the following specializations and who are undertaking their equired period of full-time study in the Summer Session:
The **Administrator Doctoral Cohort** specialization in the Educational Administration Program
The **Ed.D. in Higher Education** specialization in the Higher Education Program
The **Ed.D. for Community College Leaders** in the Higher Education Program

In most programs, students may begin their studies on a part-time basis. (See departmental listings for exceptions, pages 42 - 220.) **However, once enrolled full-time, students must maintain continuous registration and pay the full-time fee until all degree equirements have been completed.**

Eight half-courses are required for candidates who have an M.Ed. or M.A. degree or the equivalent in the same area of specialization proposed at the doctoral level. Upon the recommendation of the home department, candidates beginning the degree program on a full-time basis can add prerequisite courses to their program. Otherwise, candidates must take prerequisite courses as "Special Students" at OISE/UT.

An eight half-course Ed.D. program should include at least four half-courses in the home department except as otherwise stated in departmental program descriptions.

NOTE: An exception is the Ed.D. in Second Language Education which requires six to eight half-courses (see 116 - 117).

d) Candidates in some departments or specializations will be required to take a comprehensive examination. Consult specific departments for details.

e) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The candidate must file the names of thesis committee members by April 1 of the year following the period of required full-time study.

The thesis will report the results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice.

The thesis must conform to the tenets of scholarly writing in a rigourous style of presentation. All students using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Student Education Ethics Review Committee (SEERC) administered by University of Toronto Research Services (UTRS). Please consult the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

g) All requirements for the Ed.D. must be completed **within six years** of first enrolment as an Ed.D. candidate.

DOCTOR OF PHILOSOPHY (Ph.D.)

This degree is designed to provide opportunities for advanced study in the theoretical foundations of education as well as in the application of such knowledge to educational practice. Regulations concerning the Ph.D. are detailed in the Calendar of the University of Toronto School of Graduate Studies. What follows is an expansion of those regulations as they apply to the graduate programs in Education at OISE/UT.

The Ph.D. represents a high level of scholarly achievement and research in a particular field of education, pursued in depth. For information on the programs of specialization, see the appropriate departmental sections. The average time to completion is approximately five years.

Admission Requirements

a) A University of Toronto M.A. in Education, or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with standing equivalent to a University of Toronto **B+ or better** in master's courses. (See the admission requirements section of individual departments for programs which require a higher standing for admission, pages 42 - 220.)

Students in an M.A. program at the University of Toronto who have been offered admission to a Ph.D. program conditional upon completion of the master's program may be dual registrants for only one session in both programs under the conditions stipulated in the section "Dual Registration for M.A. and Ph.D. Candidates" on page 24.

b) Holders of master's degrees other than the OISE/UT M.A. in the same area of specialization as proposed at the doctoral level, must submit further evidence of scholarly proficiency satisfactory to OISE/UT and to the admission committee in each OISE/UT department. Ordinarily this will include reports on the master's thesis and/or other research work and publications, and recommendations from persons in positions to judge the applicant's scholarly and professional potential.

If a submitted thesis or research project does not meet the OISE/UT department's requirements, a project known as the Qualifying Research Paper (QRP) must be completed satisfactorily before registration in the doctoral program. Please consult the OISE/UT Guidelines for the QRP, available from the Registrar's Office, Graduate Studies Admissions Unit.

c) Holders of the University of Toronto M.Ed. degree with high standing may be admitted to the Ph.D. program. Depending on the previou degrees held and the candidate's intended area of specialization at the doctoral level, some additional coursework and/or a researc paper may be required. Since the M.Ed. degree does not necessarily include a thesis, the OISE/UT department may require a QRP, which must be completed satisfactorily befor registration in the doctoral program. Please consult the OISE/UT Guidelines for the QRP, available from the Registrar's Office, Gradua Studies Admissions Unit.

Program of Study

Applicants must declare their choice of OISE/U department, degree, program, specialization an subspecialization (optional) at the time of application. Upon admission, the student will b assigned a faculty advisor, who will assist in planning an appropriate program of study. Whil additional requirements have been established some OISE/UT departments, the minimum requirements for the Ph.D. are as follows:

a) A minimum of three consecutive sessions of full-time, on-campus study to be undertaken the beginning of the program. Ordinarily, this period of study begins in September.

Only under exceptional circumstances is it possible to interrupt this period of study afte the completion of the first year of required ful time study. A request to do so must be made writing, outlining the reasons, to the OISE/U Registrar's Office, Graduate Studies Registration Unit.

Such interruption is granted for a maximum o one year and the terminal date of the degree program will be extended by the duration of t leave taken. Students remain responsible fo meeting the appropriate deadlines for course previously taken.

b)**Once first registered in the program, students must maintain continuous registration and pay the full-time fee until all degree requirements have been completed.**

c) The number of courses in a Ph.D. degree program, as stated in the student's Offer of Admission, is determined by the total university academic background and its relevance to the proposed specialization.

Normally, a student accepted to a six half-course Ph.D. program following a master's degree in exactly the same specialization as at the doctoral level, would be expected to undertake at least four half-courses in the OISE/UT home department.

Typically, when more than six new half-courses are required in a program, it is because the master's degree lacks equivalence to that in the particular specialization to which the student has been accepted. Thus, the additional courses should normally be taken within the OISE/UT home department. The remaining courses can be taken in any graduate department of the University of Toronto, provided they are approved by the faculty advisor.

) Candidates will be required to take a comprehensive examination. Consult specific departments for details.

) A thesis embodying the results of original investigation conducted by the student under the direction of an OISE/UT thesis committee. The thesis must constitute a significant contribution to the knowledge of the field of study. The candidate must file the names of the thesis committee members by April 1 of the second year of study.

The thesis must conform to the tenets of scholarly writing in a rigourous style of presentation. All candidates using human subjects in their thesis research must have their thesis proposals reviewed by the OISE/UT-wide Student Education Ethics Review Committee (SEERC) administered by University of Toronto Research Services (UTRS). Please consult the **OISE/UT Guidelines for Theses and Orals** regarding thesis and ethical review procedures.

f) A final oral examination on the content and implications of the thesis, to determine the adequacy of both the thesis and its defence by the candidate.

g) All requirements for the Ph.D. program must be **completed within six years** of first enrolment as a Ph.D. candidate.

SPECIAL STUDENTS

Special Students must submit an application for admission for each academic year of study. Courses taken as a Special Student cannot be counted for credit in a subsequent degree program at the University of Toronto.

Full-time Study

An applicant accepted as a full-time Special Student must have completed an appropriate University of Toronto four-year bachelor's degree, or its equivalent from a recognized university. The applicant must have attained standing in the final year (or over senior level courses) equivalent to a University of Toronto **mid-B or better**.

Part-time Study

An applicant accepted as a part-time Special Student must hold a degree from a recognized university. If the degree was attained with standing lower than a University of Toronto **mid-B**, the applicant cannot apply for admission to a degree program at a later date.

APPLICATION PROCEDURES

APPLICANTS TO DEGREE PROGRAM

1. Application for Admission

The OISE/UT application is a self-administere application. Applicants are required to assem all relevant documentation and submit it toget with the completed application forms in the la pre-addressed envelope enclosed with the application package.

Complete applications will be processed upon receipt.

Incomplete applications (including those with insufficient copies of documentation) will result in a delay in processing and may not be considered.

2. Applications and Further Informat

For admission and application inquires, and to request an application package (including for and full instructions), contact:

OISE/UT Registrar's Office
Graduate Studies Admissions Unit
252 Bloor Street West, 4th Floor, Room 4-485
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2663/2664
OR 1-800-785-3345
Fax: 416-323-9964
E-mail: gradstudy@oise.utoronto.ca

3. Deadlines

Applicants are encouraged to submit their application as soon as possible. **Complete applications (including all supporting documentation) must have been submitted no later than December 3, 2000**, for registration in the 2001/02 academ year.

While applications will be accepted after this date, no guarantee can be given that the application will be considered for admission to either degree programs or courses. As well, applications received after this date may not considered for financial support.

f admission remains open, note the following econdary deadlines for receipt of completed pplications:

larch 2, 2001	for 2001 Summer Session First Term (May)
lay 4, 2001	for 2001 Summer Session Second Term (July)
uly 6, 2001	for 2001 Fall Session (September)
lovember 2, 2001	for 2002 Winter Session (January)

IOTE: The deadline for application for the 002/2003 academic year will be December 3, 001.

. Non-refundable Application Fee

you have not previously been registered at the Iniversity of Toronto, School of Graduate tudies, you must submit with your application a Ion-refundable Application Fee. A single pplication Fee is required even if you are pplying to more than one department or program r specialization or subspecialization.
'our application will not be processed until the pplication Fee has been paid. There are no efunds, waivers or deferrals of the Application ee.

he 2001/2002 Application Fee is $90 anadian ($65 U.S.). (Subject to hange for 2002/2003)

he Application Fee can be paid by certified heque, money order or bank draft payable to e "University of Toronto" (write your full name nd date of birth on the back of the cheque or oney order). We also accept VISA or lasterCard. If you are paying by credit card, you ust provide all of the information requested on pplication Fee Form B.

o not send cash in the mail.

anadian funds drawn on a Canadian bank or .S. funds drawn on a U.S. bank are acceptable. o determine the equivalency of the $90 anadian fee, contact a bank for the exchange ite. If you cannot obtain Canadian or U.S. inds, you must wire your fee directly to:

Canadian Imperial Bank of Commerce (CIBC)
International Division
Main Branch, Commerce Court
Toronto, Ontario, CANADA M5L 1G9

NOTE: A Non-refundable Service Fee may also be applicable.

If you are applying to the Child Study and Education 1-year or 2-year program you must submit with your application a Non-refundable Service Fee (even if you have previously been registered at the University of Toronto, School of Graduate Studies). This Service Fee is in addition to the Application Fee.

The 2001/2002 Service Fee is $70 Canadian ($51 U.S.). and can be paid by the same methods as the Application Fee. The Application Fee and Service Fee may be combined in one payment of $160 Canadian ($116 U.S.). (These fees are subject to change for 2002/2003)

5. Supporting Documentation

You are required to assemble all relevant documentation and submit it together with the completed application forms in the large, pre-addressed envelope enclosed with the application package.

Under exceptional circumstances, applicants may make arrangements for supporting documentation to be sent directly to our office. Sometimes an issuing institution will prefer to send official transcripts to another academic institution directly. Or sometimes a referee will prefer to send their "Letter of Reference to Support Application for Admission to Graduate Studies in Education" to our office directly. Documents received separately from an application will be matched with the application.

Documentation sent directly to the Registrar's Office must be sent to the attention of the Graduate Studies Admissions Unit. Ensure that "Graduate Studies Admissions Unit" is clearly stated on the envelope. If not, there will be a delay in processing or we may not receive the documents.

All documents submitted in support of your application become and remain the property of the University of Toronto, subject to the Policy on Access to Student Academic Records.

a) Transcripts

Two official transcripts of your academic record from each and every university attended must be included in an application.

Official transcripts are transcripts received in the OISE/UT Registrar's Office in a sealed, signed/stamped envelope directly from the issuing institution. Make arrangements to have official transcripts sent to you and include them in the issuing institution's unopened envelope(s) as part of your application. Transcripts must be received in our office in a sealed envelope, signed/stamped by the issuing institution. Do not open the envelope. Transcripts received in an unsealed envelope are not considered official. Faxed copies of transcripts, or transcripts issued to the student, or informal grade reports, are not considered official.

Official English language translations must accompany all foreign documentation not written in English. An official translation is one received in the OISE/UT Registrar's Office in a sealed, signed/stamped envelope directly from an accredited Translation Service.

b) Letters of Reference

A minimum of **two** supporting letters of reference, one academic and one professional, must be included in your application.

The academic reference should be from a university instructor with whom you have studied. The professional reference should be from a referee who is familiar with your professional work and promise.

Some programs require additional letters of reference (refer to the relevant departmental section(s) in this *Bulletin* for more information). Applicants may also submit supplemental letters of reference at their discretion.

c) Résumé

Two copies of your up-to-date résumé or curriculum vitae must be included in your application.

The résumé should detail your employment history (including names of employers, job titles, position responsibilities, dates employed, whether full- or part-time), education history (both academic and professional), awards, business and professional achievements, community activities, as well as any special skills.

d) Statement of Intent

Two copies of a Statement of Intent (also kn as a plan of study) must be included in your application.

The Statement of Intent should detail your stu and/or research interests, career goals and reasons for seeking admission. You may als wish to indicate OISE/UT faculty members wi whom you are interested in working. The leng of a Statement of Intent can vary, but genera should be between one and three pages.

e) 'Other' Documentation

Some departments or programs require additional supporting documentation. For example:

- Applicants to the School and Clinical-Child Psychology program are requested to submit letter of reference from an applied clinical set
- Applicants to some M.Ed. or Ed.D. programs required to submit documents attesting to teacher education and certification.
- Applicants to the Department of Sociology ar Equity Studies in Education are required to submit a sample of their written work in the ar of the social sciences.
- Applicants to the Child Study and Education program and the Human Development and Curriculum program are required to submit a photocopy of a Canadian birth certificate or ir the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth.
- Applicants to the Child Study and Education program and the Human Development and Curriculum program are required to submit satisfactory evidence of freedom from tuberculosis - a requirement of the Ontario College of Teachers. (Satisfactory evidence freedom from active tuberculosis is required the beginning of each academic year.)

Refer to the relevant departmental section(s) the OISE/UT *Bulletin* for further information.

With the exception of the Sample of Written work, **two** copies of all 'other' supporting documentation must be included in your application.

. English Language Facility

ISE/UT reserves the right to require evidence f English language facility from any applicant ducated outside Canada whose mother tongue r first language is not English.

pplicants must demonstrate their facility in the nglish language if their mother tongue or first anguage is not English and they graduated from non-Canadian university where the language of nstruction and examination was not English.

n order to have their application considered, vidence of English language facility must be emonstrated by providing satisfactory results f one of the following tests. Test scores must e forwarded directly from the testing service to he OISE/UT Registrar's Office, Graduate tudies Admissions Unit, to be considered fficial.

est of English as a Foreign Language OEFL)
ducational Testing Service, P.O. Box 6151
rinceton, New Jersey
8541-6151, U.S.A.
elephone: 609-921-9000

resently, the TOEFL is offered in **two** formats: **aper-based**, on which a minimum total score 580 is required, **OR computer-based**, on hich a minimum total score of 237 is required.

he TOEFL must include a Test of Written nglish (TWE) or an Essay Rating Score with a inimum score of 5.0 required on both the paper- nd the computer-based tests. The OISE/UT nstitution Code" is 0982.

ichigan English Language ssessment Battery (MELAB)
nglish Language Institute (ELI)
niversity of Michigan
nn Arbor, Michigan
3109-1097, U.S.A.
elephone: 313-764-2416/763-3452
R
e Toronto MELAB Test Centre
ew College, Room 2045
niversity of Toronto
ronto, Ontario M5S 2Z3
elephone: 416-946-3942

e minimum MELAB score required is 85.

•International English Language Testing System (IELTS)
University of Cambridge Local
Examinations Syndicate
1 Hills Road
Cambridge, U.K. CB1 2EU

Applicants may also contact their nearest British Council Office. The only North American IELTS test site is at Conestoga College of Applied Arts and Technology in Kitchener, Ontario. Information regarding scheduling for IELTS at this location may be obtained by contacting the IELTS Administrator at 519- 748-5220 Ext. 603.

The minimum IELTS score required is 7.0.

•The Certificate of Proficiency in English (COPE)
COPE Testing Limited
7B Pleasant Boulevard
P.O. Box 1164
Toronto, Ontario M4T 1K2
E-mail: info@copetest.com
Website: www.copetest.com

The minimum COPE score required is 4 (with at least 1 in each component and 2 in the writing component).

•The University of Toronto, School of Continuing Studies, English Language Academic Preparation Course
Telephone: 416-978-5104
Fax: 416-971-2839
E-mail: carolyn.bercu@utoronto.ca
Website: http://learn.utoronto.ca/esl/news.asp

The University of Toronto, School of Continuing Studies' English Language Academic Preparation Course completed at the 600 Level with a grade of at least '**B**' is required.

7. Graduate Assistantships

Many applicants for admission as full-time students may also be applying for an OISE/UT Graduate Assistantship (see pages 246 - 247). The deadline for submission of the Graduate Assistantship application form is the same as the main application deadline in December prior to the academic year for which the assistantship application is being submitted. (The deadline for admission to the 2002/03 academic session will be December 3, 2001)

OISE/UT is unable to provide adequate financial assistance to international applicants, hence they must submit evidence of ability to fund their studies at OISE/UT before an Offer of Admission will be issued.

8. Proceeding to Doctoral Degrees

All OISE/UT master's degree candidates wishing to proceed to doctoral degree programs in education must apply for admission and be considered in competition with all other doctoral applicants.

9. Deferral of Admission

Admission is valid only for the beginning date stated on an Offer of Admission in the section "Program to Begin". Applicants unable to attend the session for which they have been accepted must normally re-apply and must compete with all other applicants for admission to the later session.

Deferral to the Next Academic Year

In exceptional circumstances a department may recommend deferral of admission for a twelve month period (i.e. to the next academic year) following the date of initial acceptance. Requests for deferral must be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, no later than September 30 of the year of acceptance.

Applicants whose requests for deferral of admission have been approved should be aware that any changes made to degree program requirements will be operative in the deferred program.

Deferral to the Winter Session

Some programs permit students to begin their program in the Winter Session of the academic year of acceptance (i.e. January). Requests for deferral of admission to the Winter Session must be submitted in writing to the Registrar's Office, Graduate Studies Admissions Unit, no later than September 30 of the year of acceptance.

SPECIAL STUDENT APPLICANTS

Special Students are not enrolled in a progran study leading to a degree. Priority is given fir to OISE/UT degree students, then other University of Toronto degree students, and finally to Special Students.

Courses taken as a Special Student cannot b counted for credit in a subsequent degree program at the University of Toronto.

NOTE: Students accepted to a doctoral program may be required to undertake some prerequisite study as "Special Students". Su study can be taken on a full- or part-time basi

Full-Time Study

Students who are changing disciplines or wh require preparatory work may be admitted as time Special Students and may enrol in a full- program of study which does not lead to a degree. Applicants interested in taking cours as Special Students on a full-time basis shou request a Special Student application packa from the OISE/UT Registrar's Office, Gradua Studies Admissions Unit. See the section Minimum Admission, Program and Degree Requirements, pages 27 - 35.

Part-Time Study

Students wishing to take one or two graduate courses which are not for degree credit are admitted as part-time Special Students. Applicants interested in taking courses as Special Students on a part-time basis should request a Special Student application packa from the OISE/UT Registrar's Office, Gradua Studies Admissions Unit.

Those accepted with standing lower than a University of Toronto **mid-B** cannot apply fo admission to a degree program at a later dat

GRADUATE PROGRAMS BY DEPARTMENT

On the following pages is information about raduate studies offered by OISE/UT's five epartments - their programs, specializations, esearch foci, faculty and courses. Applicants nd students may wish to consult the individual ISE/UT department regarding faculty who may e on sabbatical leave during the coming cademic year.

OURSE NUMBERING EXPLAINED

lost courses are offered as half-courses, dentified by an **H** following the course number. t the time of publication the actual session in hich a course is to be offered is not known. Full ourses are identified by a **Y** after the course umber.

he three-letter course prefixes indicate the ISE/UT department with which they are dentified (see below). Prior to the 1998 Summer ession, OISE/UT graduate courses were refixed with EDT.

EC: Adult Education, Community Development and Counselling Psychology
TL: Curriculum, Teaching and Learning
DP: Human Development and Applied Psychology
ES: Sociology and Equity Studies in Education
PS: Theory & Policy Studies in Education

oint courses are indicated by a **J** as the first etter in the three-letter prefix.

ourse Number Series. Students should efer to departmental listings for information on aster's and doctoral course number series - .g., in the Curriculum Program, CTL1000 series efers to master's level courses; CTL1800 to 890 series refers to doctoral level courses, etc.

NDIVIDUAL READING AND RESEARCH OURSES

ndividual Reading and Research courses can be rranged between a student and a faculty ember with expertise in a very specific area of e student's interest not covered in the regular course offerings. When an Individual Reading and Research course is undertaken for graduate credit it must be supervised and evaluated by a member of the graduate faculty. A course description and a rationale explaining the relevance of the course to the individual degree program must be submitted and approved by the student's department of specialization and then placed on file in the Registrar's Office, Graduate Studies Registration Unit.

Students should carefully note the deadlines by which the forms must be in the Registrar's Office. (See Sessional Dates and Deadlines, pages 14 - 20.)

SPECIAL TOPICS COURSES

Each department also offers a number of Special Topics courses in specific areas not already covered in the regular course offerings.

ADULT EDUCATION, COMMUNITY DEVELOPMENT, AND COUNSELLING PSYCHOLOGY (AECDCP)

The Department of Adult Education, Communi Development and Counselling Psychology consists of two distinct programs:

- Adult Education (including Community Development)
- Counselling Psychology

Each program offers the following degrees: M.Ed., M.A., Ed.D. and Ph.D. The M.A. and Ph.D. degrees in Counselling Psychology lea eligibility for registration as a Psychological Associate or Psychologist, respectively, with the College of Psychologists of Ontario.

The Adult Education Program offers a Certific in Adult Education for those whose academic preparation makes them ineligible for graduat accreditation programs. There is also a Certificate in Adult Training and Development those with an interest in that area.

The Department is also responsible for the ad education provisions in the Initial Teacher Education program.

Areas of specialization specific to the Adult Education and Counselling Psychology programs follow.

The Department welcomes applications to its graduate programs from qualified candidates from Ontario, Canada, and abroad.

GENERAL INFORMATION

- For information about **application** procedur and forms, contact:
  OISE/UT Registrar's Office
  Graduate Studies Admissions Unit, Room 4-4
  Telephone: 416-923-6641 ext. 2663/2664
  Telephone: 1-800-785-3345
  E-mail: gradstudy@oise.utoronto.ca

- For information about **registration**, contact
  Christine Fung, Liaison Officer
  OISE/UT Registrar's Office
  Graduate Studies Registration Unit, Room 4-4
  Telephone: 416-923-6641 ext. 2665
  E-mail: cfung@oise.utoronto.ca

ADEMIC INFORMATION

ult Education Program

nmunity, International and Transformative
rning
r. Angela Miles 416-923-6641 ext. 2344
-mail: amiles@oise.utoronto.ca
rning and Teaching
r. J. Gary Knowles 416-923-6641 ext. 2403
-mail: jgaryknowles@oise.utoronto.ca
kplace Learning and Change
r. Shahrzad Mojab 416-923-6641 ext. 2242
-mail: smojab@oise.utoronto.ca

nselling Psychology Program

r. Marg Schneider
rogram Coordinator
elephone: 416-923-6641 ext. 2550
-mail: mschneider@oise.utoronto.ca

s. Gladys Kachkowski
cademic Affairs Officer
elephone: 416-923-6641 ext. 2552
-mail: gkachkowski@oise.utoronto.ca

AIR OF THE DEPARTMENT

ld L. Hall, Ph.D. (UCLA)
essor
lt education and global civil society; political
nomy of adult education; participatory
earch; poetry and learning in social
ements)

SOCIATE CHAIR OF THE PARTMENT

a Stermac, Ph.D. (Toronto)
essor
inist issues in violence; sexual abuse and
ault; psychology and law; forensic
chology)

JLT EDUCATION PROGRAM

CULTY

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nsitional Year Program, University of Toronto
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dies)
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Ardra Cole, Ed.D. (Toronto)
Professor
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acole@oise.utoronto.ca

Joseph P. Farrell, Ph.D. (Syracuse)
Professor, cross-appointed from Curriculum, Teaching and Learning
(comparative and international education; planning education for social development, especially in developing countries; comparative teacher development; education policy studies; evaluation of reform projects)
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Laara Fitznor, M.Ed. (Manitoba)
Assistant Professor, Conditional, cross-appointed to the Department of Curriculum, Teaching and Learning and the Department of Sociology and Equity Studies in Education
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Peter Gamlin, Ph.D. (Cornell)
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(cooperative inquiry; dynamic/interactive instruction; non-biased/authentic assessment; Aboriginal studies)
pgamlin@oise.utoronto.ca

Budd Hall (see previous listing)
bhall@oise.utoronto.ca

David Hunt, Ph.D. (Ohio State)
Professor
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dhunt@oise.utoronto.ca

J. Gary Knowles, Ph.D. (Utah)
Associate Professor
(teacher development; teacher education, qualitative research [especially life history, autobiography and arts-informed research methods] and reflexive inquiry; home education; environmental and outdoor education; education/school architecture)
jgaryknowles@oise.utoronto.ca

Marilyn Laiken, Ph.D. (Toronto)
Associate Professor
(organization renewal and change; conflict management; work team development and participative leadership; organizational learning; experiential and self-directed adult education)
mlaiken@oise.utoronto.ca

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, cross-appointed from Sociology and Equity Studies in Education
(political economy and education; class analysis; learning and work; ideologies and consciousness; alternative futures)
dlivingstone@oise.utoronto.ca

Solveiga Miezitis, Ph.D. (Toronto)
Professor, cross-appointed to Human Development and Applied Psychology
(school psychology: models of service delivery; preventive practices and dynamics of change; social-emotional relationships and depression in schools; creativity and wellness)
smiezitis@oise.utoronto.ca

Angela Miles, Ph.D. (Toronto)
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Jack Quarter, Ph.D. (Toronto)
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jquarter@oise.utoronto.ca

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Alan M. Thomas, Ph.D. (Columbia)
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(the management of learning in society; polit and economics of adult education; mass me and literacy; corrections education; labour education; learning and the law)
athomas@oise.utoronto.ca

ASSOCIATED INSTRUCTORS

Diane Abbey-Livingston, M.Ed. (Toronto)
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dabbeylivingston@oise.utoronto.ca

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The Dame Nita Barrow Distinguished Visitor Women in Development and Community Transformation; Director of Akina Mama wa Afrika (AMwA), Africa

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ROFESSORS EMERITI

illiam E. Alexander, Ph.D. (Syracuse)
mes A. Draper, Ph.D. (Wisconsin)
avid Hunt, Ph.D., (Ohio State)
eith McLeod, Ph.D. (Toronto)
an M. Thomas, Ph.D. (Columbia)
len M. Tough, Ph.D. (Chicago)

COUNSELLING PSYCHOLOGY PROGRAM

FACULTY

Lana Stermac, Ph.D. (Toronto)
Professor and Associate Chair of the Department
(feminist issues in violence; psychology and law; sexual abuse and assault; forensic psychology)
lstermac@oise.utoronto.ca

J.R. Bruce Cassie, Ph.D. (State University of New York at Buffalo)
Associate Professor and Project Director, OISE/UT Midnorthern/Northeastern Centre
(career and personal counselling therapy and practice; curriculum development, implementation, and evaluation; problem-solving/inquiry skills; employee training and development)
cassieb@ccourt.canadorec.on.ca

Charles P. Chen, Ph.D., (British Columbia)
Assistant Professor
(life career development; meaning making and human agency in worklife; career theories and counselling approaches; Morita therapy and Morita-philosophy-based career counselling techniques)
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J. Roy Gillis, Ph.D. (Queen's)
Assistant Professor
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Mary Alice Julius Guttman, Ph.D. (Wisconsin)
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Solveiga Miezitis, Ph.D. (Toronto)
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npiran@oise.utoronto.ca

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Jeanne E. Watson, Ph.D. (York)
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Department of Medical Science

onald E. Warner, Ed.D. (Toronto)
ychologist, private practice
warner@oise.utoronto.ca

TERNSHIP SUPERVISORS

OTE: Changes to several of the following can
expected in September 2001.

dith A. Silver, Ph.D. (Toronto)
-Director, Counselling and Psychoeducational
nic, and Coordinator of Internship and
unselling Services, OISE/UT

Michael Bagby, Ph.D. (York)
sociate Professor, Department of Psychiatry,
ntre for Addiction and Mental Health, Clarke
vision

le Bildfell, Ph.D. (McMaster)
ychologist, Coordinator of Intern Training,
ronto East General Hospital

ana R. Brecher, Ed.D. (Toronto)
nical Coordinator, Centre for Student
velopment and Counselling, Ryerson
lytechnic University

trick Carney, Ph.D.(Alberta)
ief Psychologist, Simcoe Muskoka Catholic
strict School Board, Barrie

lliam Colvin, Ed.D. (Toronto)
ecial Needs Psychologist, Atkinson
unselling Centre, York University, Toronto

urie Gillies, Ph.D. (York)
ychologist, private practice, Toronto

san Graham-Clay, Ph.D., (Iowa)
ychologist, Simcoe Muskoka Catholic District
hool Board, Barrie

egory Hamovitch, Psy.D (Rutgers)
ordinator, Psychological Services, Canadian
morial Chiropractic College, Toronto

el Hundert, Ph.D. (Western Ontario)
ector, Behaviour Institute, Hamilton

rne Korman, Ph.D., (York)
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l Psychology, Centre for Addiction and Mental
alth, ARF Division, Toronto

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Clarke Division

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Division, Toronto

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Memorial Chiropractic College, Toronto

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Toronto

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Mental Health, Clarke Division, Toronto

Lynn Stewart, Ph.D. (York)
Psychologist, Correctional Service of Canada,
Toronto

Eva Szekely, Ed.D. (Toronto)
Psychologist/Coordinator of Services. to Psychiatry, Centenary Health Centre, Scarborough

Jeanne Watson, Ph.D. (Acting)
Assistant Professor, Department of Adult Education, Community Development and Counselling Psychology (AECDCP)

Robin Wilson, Ph.D. (Toronto)
District Psychologist and Director of Relapse Prevention Program, Correctional Service of Canada, Toronto

PROFESSORS EMERITI
Sabir A. Alvi, Ph.D. (Indiana)
Otto Weininger, Ph.D. (Toronto)

ADULT EDUCATION PROGRAM

- For information about **application** procedur
and forms, contact:
OISE/UT Registrar's Office
Graduate Studies Admissions Unit, Room 4-4
Telephone: 416-923-6641 ext. 2663/2664
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

- For information about **registration**, contact
Christine Fung, Liaison Officer
OISE/UT Registrar's Office
Graduate Studies Registration Unit, Room 4-4
Telephone: 416-923-6641 ext. 2665
E-mail: cfung@oise.utoronto.ca

ADMISSION
Admissions procedures are described in the Application Procedures section, pages 36 - 4

Each year, the admissions committee receive many more applications for each of its progra than can be accommodated. Selection must b made from a large number of applicants who satisfy admission requirements as stated in th Minimum Admission, Program and Degree Requirements section, pages 27 - 35. Consequently, a number of qualified applican are disappointed. In some cases the admissions committee may suggest re-application for a later year.

The program requires that the résumé submitt along with the application form provide clear a complete information about the applicant's pa experience in adult or related aspects of education - at minimum one year. Applicants must also submit a letter of intent which state their scholarly interests and how these will enhance their contribution to the field and to their future career goals. Doctoral applicants must also submit the names of two Adult Education faculty whose areas of specializati most closely match their own thesis-related interests.

Doctoral applicants who have not completed M.A. thesis are required to submit a Qualifyin Research Paper (QRP) by the application deadline in December.

udents may include in their program, courses ered by other OISE/UT and University of ronto graduate departments. With the proval of the faculty advisor and the gistrar's Office (Graduate Studies gistration Unit) students are permitted to take e equivalent of two half-courses at another cognized graduate institution for credit in this ogram, but must commence their program with SE/UT courses.

EGREE PROGRAMS

aster of Education

three- or four-year University of Toronto gree in a relevant discipline or professional ogram or its equivalent from a recognized iversity, with standing equivalent to a iversity of Toronto **mid-B or better** in the al year, is required for admission to the Master Education program.

e M.Ed. is a non-thesis degree which can be ken on either a full- or part-time basis. The ogram normally consists of ten half-courses, ually at the 1000 level. At least half of the urses should be from the Adult Education ogram. Students are normally required to take urse AEC1100, the Introduction to Adult lucation as one of their first two courses. here applicable, an introductory course within eir specialization should also be taken. In dition to the course work, all students must mplete a comprehensive requirement from one the following options:

a theory/practice integrative paper
a scholarly literature review and critique
a field-based research paper

eater detail on these options is available from department's handbook and guidelines.

TE: Students should be aware that they ist be registered during the session in which comprehensive requirement is completed d pay the designated fee (see Continuity of gistration, page 24).

ster of Arts

ginning with the 2000/01 admissions cycle, a ee- or four-year University of Toronto degree a relevant discipline or professional program, its equivalent from a recognized university, with standing equivalent to a University of Toronto **mid-B or better** in the final year, is required for admission to the Master of Arts program.

The M.A. is a research-based degree which can be taken on a full- or part-time basis. Students normally would take eight half-courses, although additional courses may be required of some students. The courses usually would be at the 1000 level, and include at least four half-courses from the Adult Education program. Students are normally required to take course AEC1100, the Introduction to Adult Education as one of their first two courses. Where applicable, an introductory course within their specialization should also be taken. During their program, students in the M.A. are expected to have exposure to both qualitative and quantitative approaches to research. M.A. students complete a thesis which may lay the groundwork for doctoral research.

Doctor of Education

For admission information, see the Minimum Admission, Program and Degree Requirements section, pages 27 - 35.

The Ed.D. program is designed to provide opportunities for more advanced study for those who are already engaged in a career in a related field and who are preparing themselves for further leadership. Those who have not written a thesis as part of their master's program must submit a Qualifying Research Paper (QRP) with their application (see the QRP guidelines available from the Registrar's Office, Graduate Studies Admissions Unit).

The Ed.D. can be taken either on a full- or part-time basis, but there is a minimum of one year of full-time study. Incoming students normally would take eight half-courses, including a four half-course major from the Adult Education program. A minimum of four courses must be at the 3000 level, and it is recommended that the course AEC3102 (the doctoral thesis seminar) be taken at the beginning of the program. It is recommended that AEC3111 (Academic and Professional Seminar for Adult Educators) be taken soon after. All Ed.D. students are expected to take at least one specialized methods course, complete a comprehensive requirement and write a thesis.

Doctor of Philosophy

For admission information, see the Minimum Admission, Program and Degree Requirements section, pages 27 - 35.

The Ph.D. program is designed to provide opportunities for advanced study in the theoretical foundations of adult education and in the application of such knowledge to educational practice. The Ph.D. is a full-time degree. Incoming students would begin as a cohort and would take six half-courses, which would include at least a four half-course major from the Adult Education program. A minimum of four courses must be at the 3000 level, including course AEC3102 (the doctoral thesis seminar) which would normally be taken in the first semester of the program by the entire cohort. Ph.D. Students would also normally take AEC3111 (Academic and Professional Seminar for Adult Educators) and at least one specialized methods course. In addition, all Ph.D. students are expected to complete a comprehensive requirement and a thesis.

Initial Teacher Education Program

OISE/UT offers a Bachelor of Education degree with teaching supported by all departments. Faculty members in the Adult Education program participate in this degree as well.

Centre for Arts-Informed Research

Heads: Ardra L. Cole and J. Gary Knowles
Location: 252 Bloor Street West,
Rooms 7-188 and 7-186
Telephone: 416-923-6641 ext. 2497 & 2403
E-mail: acole@oise.utoronto.ca
OR jgaryknowles@oise.utoronto.ca
Website:
http://home.oise.utoronto.ca/~aresearch

The mission of the Centre for Arts-Informed Research is to articulate, explore and support alternative forms of qualitative research and representation which infuse elements, processes and forms of the arts into scholarly work.

The purpose of the centre is to contribute to the advancement of the genre of arts-informed research; to create a context for emerging and established researchers to explore methodological issues associated with arts-informed research; to work toward the development of a local, national, and international community of arts-informed researchers; to promote open dialogue and collaboration among researchers, profession artists, communities, and schools; and to provide opportunities and spaces for public access to alternative forms of research

Centre priorities include seminars, colloquia, exhibits, workshops, and conferences; publishing; a data base and resource library; funded research; art making support and facilities; coordination and support of researc activities for faculty and students; internatio exchanges and exhibits; collaborations with education institutions; connections with community organizations and the public and artist-in-residence programs.

AREAS OF SPECIALIZATION

The Adult Education Program provides a plac study and to contribute to theory, practice, a policy concerning formal and informal, individ and collective adult learning and teaching in small groups, schools, organizations, communities, social groups, and social movements within local, national and international contexts. The program also off courses with a specific emphasis on feminist theory and practice in global perspective. (S the course lists and faculty entries for Profs. Miles, Mirchandani, Mojab and Ng.

The program is organized into three broad ar of specialization, described below. These areas, which have some overlap, have been designed for admissions purposes and to bri together students with similar interests. Students are free to select courses through the Adult Education Program as well as cour in other departments or programs.

•Community, International and Transformative Learning

Coordinator: Dr. Angela Miles
Telephone: 416-923-6641 ext. 2344
E-mail: amiles@oise.utoronto.ca

Faculty and students in the Community and International Transformative Learning specialization share a concern for educatio collective action, social justice and planeta survival. They understand learning and tea to be a complex, multifaceted social, econo litical, cultural and spiritual endeavour. They me from Canada and abroad and bring varied ckgrounds including feminist, ecological, anti-lonial, anti-racist, marxist/socialist, digenous, popular, and holistic education, eration theology, community organizing, and mmunity development (for example) to a rich alogical learning experience informed by tical analyses and transformative visions.

ansformative learning and education nphasizes the local and the global/planetary pects of all these educations and recognizes e links between the varied issues on which ey focus and between the various regions of e world. The specialization offers an vironment where students of diverse ckgrounds, experiences and perspectives d varying levels of expertise can challenge d support each other to broaden and deepen eir approaches as they undertake research d contribute to knowledge in particular areas either the master's or doctoral level on a part-ne or full-time basis. (This specialization is so the home of the Interdepartmental Graduate ecialization called 'Transformative Learning', e pages 228 – 229.)

owledge and learning/teaching outside the ademy are honoured and emphasis is placed building strong, mutually beneficial nnections with diverse individuals, groups and mmunities in Canada and abroad engaged in eating and disseminating this knowledge.

earning and Teaching
oordinator: Dr. J. Gary Knowles
lephone: 416-923-6641 ext. 2403
mail: jgaryknowles@oise.utoronto.ca

e Learning and Teaching Specialization nphasizes a collaborative, relational, mutual entation as part of the learning, teaching, and quiry process. The specialization is ncerned with adult learning and teaching thin and outside institutional contexts. It omotes the learning and teaching of educators o work in diverse informal and formal ucational settings.

e specialization attracts those who are erested in issues of teaching and learning in a de range of informal, community, school, llege, university, health-care, and other ganizational settings including teachers, consultants, administrators, and other school professionals. Principles of adult learning and teaching are central to the perspectives and pedagogies of the faculty.

A subfocus in this specialization is the development and establishment of culturally relevant **Aboriginal Education** initiatives in the areas of research, teaching, program development, community outreach, initial teacher education and graduate studies. Courses developed from this subfocus will be cross-listed with the Department of Sociology and Equity Studies and the Department of Curriculum, Teaching and Learning.

•Workplace Learning and Change
Coordinator: Dr. Shahrzad Mojab
Telephone: 416-923-6641 ext. 2242
E-mail: smojab@oise.utoronto.ca

The Workplace Learning and Change specialization has two complementary themes: first, a transformative analysis of the workplace and, second, an examination of alternative approaches to workplace design. The first theme situates the workplace within a broader social framework, including the impact of various forms of hierarchies (for example, social class, gender, race and ethnicity) and related social policies upon the organization of work and the distribution of its resources.

Some issues to be considered are: the meaning of work in the modern world; the impact of hierarchical social relations upon such criteria as worker satisfaction, health and safety, creativity and productivity; the effects of globalization upon the workplace; and the impact of work upon the natural environment.

The second theme involves the study of models that seek to reduce workplace inequities. These alternative models attempt to achieve greater equality of power and remuneration; greater inclusivity; broader participation in decision-making; more reflective, responsive, and respectful work environments; greater workplace and economic democracy; a better informed workforce; a higher quality of working life; and more sustainable forms of production.

This focus subsumes a broad interpretation of the workplace. It includes differing locations for work, such as the home and community, and non-formal as well as formal workplace arrangements.

Workplace Learning and Change draws educators and other practitioners and researchers from the public, private and not-for-profit organizational sectors as well as from labour unions and co-operatives. It provides opportunities to study in such areas as: organizational consultation and development; equity leadership; industrial and labour relations; management and leadership development; organizational redesign; democratic decision-making; processes for organizational learning; organizational change management; workplace equity and inclusivity; workplace health and safety; employee ownership/co-operatives; labour studies; feminist analysis of work; the impact of technology; restructuring and the knowledge economy; social investment and social audit.

This specialization is also associated with:
- Learning and Work, an Interdisciplinary Research Focus (see page 233)
- Learning, Work and Change, a focus in the Department of Sociology and Equity Studies in Education (see page 167-168)
- Centre for the Study of Education and Work (see page 236)

INTERDEPARTMENTAL GRADUATE SPECIALIZATIONS

•**Aboriginal Education** (pending approval)
The departments of Curriculum, Teaching and Learning, and Sociology and Equity Studies collaborate in this specialization and in the development of Aboriginal education studies. The Indigenous Education Network (IEN) is the OISE/UT-wide forum for students and faculty to share common interests. The IEN office and the Aboriginal student caucus offices are located in this department. (See pages 225 – 227.)

For further information, contact:
Laara Fitznor
Telephone: 416-923-6641 ext 2345
Fax: 416-926-4749
E-mail: lfitznor@oise.utoronto.ca

The Adult Education program also supports involvement in OISE/UT-wide interdepartmen specializations in the fields of:

•**Transformative Learning** (pages 228 - 2

•**Women's Studies/Feminist Studies** (pages 229 - 230)

COLLABORATIVE GRADUATE DEGR PROGRAMS

•**Comparative, International and Development Education**
Applicants interested in this Collaborative Program should communicate directly with Joseph P. Farrell, Head, Comparative, International, and Development Education Centre. (See pages 221 - 222.)

•**Environmental Studies**
OISE/UT offers in cooperation with the Instit for Environmental Studies at the University o Toronto a Collaborative Program in Environmental Studies. This program is carr within OISE/UT jointly through the Departme of Adult Education, Community Developmen and Counselling Psychology; Curriculum, Teaching and Learning; and Sociology and Equity Studies in Education. Interested applicants should apply through the Commun International and Transformative Learning specialization. For details on the program, please see page 223. Ed O'Sullivan is the contact person in the department.

•**Graduate Collaborative Program in Women's Studies (GCWS)**
The departments of Adult Education, Commu Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociolog and Equity Studies in Education and Theory Policy Studies in Education participate in the University's Graduate Collaborative Program Women's Studies (GCWS). All programs of study should be planned in consultation with Graduate Women's Studies Program Directo Innis College and the program advisor in the student's OISE/UT home department. Furth information is available on pages 223 - 224 o this *Bulletin* and from the School of Graduat Studies Calendar.

ERTIFICATE PROGRAMS

ertificate in Adult Education

his Certificate Program is available for those hose previous academic study does not qualify hem for admission to graduate degree rograms. It provides an opportunity to broaden heir knowledge of theory and methods in adult ducation. Typically, students come from a wide pectrum of adult education contexts.
tudents may pursue this program on a full- or art-time basis. It consists of a minimum of six alf-courses, with an opportunity for additional ourses. Students must take at least four ourses in this department.

ourses taken as a Certificate student cannot e counted for credit toward a graduate degree t the University of Toronto. Fees for the ertificate Program are those that apply to the quivalent category of Special Student. ncidental fees are not required unless the tudent is pursuing the Certificate on a full-time asis, in which case the campus services fee ust be paid (see Fees section, pages 43 - 245).

or more information please contact:
melia Nanni, Business Officer
elephone: 416-923-6641 ext. 2379
-mail: ananni@oise.utoronto.ca

ertificate in Adult Training and evelopment

his Certificate Program (formerly a Diploma rogram) is designed for trainers, facilitators, aders and managers who want to train or cilitate the learning of others. The program onsists of five modules listed below, and a racticum.

Understanding the Adult Learner
Needs Assessment
Instructional Design
Presentation Design and Delivery
Facilitation Skills

he Certificate in Adult Training and evelopment is awarded upon completion of all odules and a practicum dealing with all areas overed in the program. A Practicum Report ust be submitted to the Program Director and the Practicum Supervisor for feedback and approval. Candidates have one year from the end of the program to complete their Practicum Report.

Modules are offered by experienced trainers and consultants who are grounded in adult education theory and have worked in both the public and private sectors.

Tuition for the complete program for 2001/2002 is $3,210. Modules may be taken individually.
For more information and/or to register, contact:

Maria Fryman, Coordinator
E-mail: mfryman@oise.utoronto.ca
OR
Bill Alexander, Director
E-mail: walexander@oise.utoronto.ca
Telephone: 416-923-6641 ext. 2558
Fax: 416-926-4709
Website: www.oise.utoronto.ca/training/

COURSES

The following list demonstrates the range of courses offered in the Adult Education Program. Not all of the courses listed are offered in any given year.

AEC1100H Outline of Adult Education

Designed to assist students to develop an understanding of and an identity with the field of adult education. Major philosophical, historical, and conceptual bases are examined; also contemporary agencies and programs, issues, and trends in the practice of adult education. It is highly recommended that all master's students enroll in AEC1100H during the first term of their program.
B.L. Hall or D. Schugurensky

AEC1101H Program Planning in Adult Education

Introduction to the basic principles and processes of alternative theory bases for approaches to program planning in adult education. Theory bases are tested experientially in relation to the "real life" program planning for this course.
Staff

AEC1102H Community Development: Innovative Models
This course involves the study of innovative models of community development in such areas as housing, childcare, healthcare including mental health services, social service provision, and education, as well as models of community economic development. There is a combination of case studies (both Canadian and international), papers on alternative policies, and critical social analyses both of why there is a need for community development and the significance of this phenomenon for a broader social-change strategy. The community development strategies utilized in the course are based primarily on non-profit and cooperative approaches.
J. Quarter

AEC1103H Introduction to Research Methods in Adult Education
A critical examination of the research process. Qualitative and quantitative research approaches will be explored as an introduction to the formal inquiry process. Typically, students will be exposed to a range of research perspectives through conversational interviews, readings, and small group and whole class discussions. Students will begin to conceptualize their own research project. Particular attention will be given to fostering understandings of the ethical, procedural, and political implications of research work as well as an understanding of what it means to be "the researcher" and "the researched."
J.G. Knowles, P. Gamlin, or Staff

AEC1104H Community Education and Organizing
This course involves the study of a variety of perspectives in critical and community education as they relate to development and social change. Key issues in theory and practice will be examined through the study of classic writing in popular education, community organizing, feminist, socialist, anti-racist, anti-colonial and indigenous education/organizing.
A.R. Miles

AEC1106H Small-Group Experience and Theory
A seminar and workshop program to study theories related to the performance of groups and of individuals within groups. Participants will have the opportunity to experience working in a group and to relate their experiences to theoretical formulations and field practice. The particular structure and focus of this course v
each time it is offered.
Staff

AEC1107H Developing and Leading High Performing Teams: Theory and Practice
This course examines the application of small group theory and leadership models to team development within organizational settings. It addresses such issues as power and differen
among members, equity in leadership, peer performance assessment, multi-rater feedbac
and team process consultation. It provides an
opportunity to examine, both theoretically and
experientially, the development of a team as it
forms, confronts interpersonal and group conflict, and evolves from dependence on the
team leader to interdependence and shared leadership among team members. This cours
particularly relevant to current workplace designs, where matrix models, cross-function
team arrangements and ad hoc project teams predominate new organizational forms. The course is held on seven alternate weeks for a day each session, in order to permit both conceptual exploration and the application of theory to actual team development.
M.E. Laiken

AEC1108H Adult Learning
Through reading, interviews, and self-reflecti
students in this course will gain insight into ac
learning, including self-directed learning. Wh
why and how do adults learn and change? Wh
are the implications for educators?
M.E. Laiken or staff

AEC1110H Basic Processes in Facilitating Adult Learning
A theoretical and experiential study of adult learning processes, and of the procedures educators can use in group settings to enhan
the development of learning processes. Students will explore personal, institutional a
societal variables involved in adult learning,
examine the factors that promote or hinder th
experience and analyze different teaching approaches, and develop a personal approac
the teaching/learning process.
D. Schugurensky or staff

EC1113H Gender and Hierarchy at ork

his course will focus on gender processes in ork settings. We will identify patriarchal rules nd expectations which run through ontemporary workplaces (factories, offices, omes, hospitals, shopfloors, etc.) and propose ays in which normalizing discourses which reify ender hierarchies can be challenged. The ourse will focus on how "gender," "race" and lass" can be conceptualized as processes ather than demographic attributes possessed y individual workers. We will trace the onnections between gendered jobs and endered workers and explore how individuals arn to "do gender" in organizational ettings.

Mirchandani

EC1114H Comparative and ternational Perspectives in Adult ducation

n exploration of adult learning in several ocieties, with attention given to the historic, emographic, political, and economic factors. his course introduces a number of methods of omparison particularly applicable to adult ducation, and provides an introduction to the eld of comparative studies.

Schugurensky or S. Mojab

EC1117H Consulting Skills for Adult ducators

e purposes of this course are fourfold: 1) to xplore different consulting styles; 2) to explore e stages of the consulting process; 3) to xplore the models of consulting stages; 4) to mphasize the practice of consulting skills in mulated consulting situations.

taff

EC1119H Creating a Learning rganization

e course is a study of theory, research, and xperience based on a view of organizations as ontexts for learning and as learning systems. e course will employ a variety of learning rategies including participant and instructor esentation, organizational simulation and xperiential learning, guest speakers, and field udy. Students will gain an appreciation of pproaches to the integration of work and arning for continuous development, the assumptions upon which action learning is built, and the centrality of developing their own critical reflection skills as agents for change.

Staff

AEC1122H Practicum in Adult Education and Community Development (Pass/Fail)

This course provides an opportunity for students to put theoretical ideas they have learned in other courses into practice. Students will identify a placement setting, and develop a project in consultation with the instructor. The practicum can be situated within any setting (examples include schools, private sector organizations, community groups, hospitals, etc.). Students will also participate in a weekly seminar which will provide opportunity for support, feedback and reflection.

K. Mirchandani, M.E. Laiken, or J.G. Knowles

AEC1125H Contemporary Issues in Adult Literacy

An examination of the problems, issues, literature, and research relating to adult basic education and literacy in Canada and abroad; the relationship between adult literacy and poverty, social change, and community and human development.

Staff

AEC1130H A Participant-Directed Seminar: Learning in Organizations

This course is intended for students who have an interest in exploring the dynamics and development of an organization which supports individual, group and systemic learning and change. Through designing and operating an organization intended to meet the learning needs of its members, participants learn experientially as well as theoretically about the "disciplines" of developing an organizational vision; sustaining personal mastery; engaging in team learning; examining mental models; and encouraging systems thinking.

M. Laiken or staff

AEC1131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session course schedules.

Staff

AEC1133H Introduction to Qualitative Research in Adult Education (Part I)
This course articulates various theoretic groundings for qualitative research and helps students become conversant with a wide variety of qualitative methodologies (i.e., grounded theory, feminist interviewing, ethnography, participatory research, bibliographic analysis, and institutional ethnography.) Gathering of information through observation, participatory observation, dialogue, and collection of documents will all be considered. Emphasis is on both understanding and practice. Learners will design or co-design a concrete piece of research and take it through the ethical review process. They will also present on at least one methodology. In line with this, they will learn about ethical conundrums, about matching methodologies with objectives and values, about methods for choosing participants. There is special emphasis on becoming critically aware as researchers - on understanding and integrating issues of power and difference.
J.G. Knowles or staff

AEC1135H Practicum in Organization Development (Pass/Fail)
This course provides an opportunity, within an organizational setting, to enhance professional skills and knowledge related to some aspect of Organization Development. Students and instructor identify learning objectives, select field sites, and design learning activities to achieve the objectives. The weekly seminar is used to provide peer support and content input related to students' practicum projects. Detailed guidelines are available from the department. Prerequisite: Permission of instructor, obtained at least two months before the course begins.
M. Laiken, K. Mirchandani or staff

AEC1137H Evaluation of Adult Education Programs
This course examines program evaluation literature and its applications to the evaluation of adult education programs. The course does not focus on measurement, but rather on questions of what should be included in an educational evaluation and how an evaluation should be structured. Seminars, simulations, and presentations by the instructor are used. Students will have an opportunity to design an evaluation proposal for a program of their choice.
Staff

AEC1141H Organizations and the Adult Educator: Historical and Theoretical Perspectives on Organization Development
This course provides a theoretical framework the adult educator's work within organizationa settings. A variety of methods, including readings, audio-tapes, guest speakers and group discussion provide a broad overview of evolution of Organization Development from early management theory to current practices the field. The course offers an opportunity to evolve one's own perspective as a practising aspiring organization consultant. The course provides a good introduction for those new to field.
M. Laiken or staff

AEC1143H Introduction to Feminist Perspectives on Society and Educat
This course will provide students having little knowledge of feminism with an introductory overview of the basic principles of feminist analysis of society and education. It is desig for women and men who do not specialize in feminist studies but are interested in becomi acquainted with feminist analysis and its larg implications for theory and practice. It should especially useful for students who are facing issues of gender in their research, their work, their personal lives and are interested in how gender intersects with race, class, and sexuality.
A.R. Miles or staff

AEC1145H Participatory Research i the Community and the Workplace
A course concerned with the theory and prac of participatory research as it has particularl been developed in adult education settings i both the community and the workplace. The course focuses on theory drawn from North American, Third World, and feminist work an from case studies in a variety of settings, an emphasizes the collaborative production of knowledge in real-life settings.
B.L. Hall

AEC1146H Women, Globalization a Citizenship
This course will focus on the impact of globalization on women and citizenship. It w study current feminist approaches to the st of nationalism, multiculturalism, and identity. will engage in a critical analysis of contemp

roblems of gender and citizenship. Specifically, e will examine the link between globalization of ocioeconomic relations and nation-states; the elationship between citizenship and nationality; nd citizenship rights versus human rights. The ourse will offer a comparative and international erspective.
. Mojab

EC1148H An Introduction to orkplace, Organizational and conomic Democracy

his course provides an introduction to orkplace, organizational and economic emocracy. Both case studies and relevant eory will be considered. Much of the material in e course will be interdisciplinary.
Quarter

EC1150H Critical Perspectives on rganization Theory, Development and ractice

ritical approaches to organizations focus on ow workplace change and development is xperienced by diverse groups of women and en who work within organizations. Through this ourse, students will have the opportunity to evelop analyses of language, power and equality in a variety of organizational settings ompanies, factories, NGOs, community oups, government units, churches, schools, mily businesses, etc.) We will explore the ethods frequently used to "restructure" these ganizations (such as downsizing, outsourcing, ontingent just-in-time policies) as well as evelop critiques of recent trends which mphasize "empowerment", "TQM", rganizational learning" and "reengineering".
. Mirchandani

EC1152H Individual Reading and esearch in Adult Education: Master's evel

pecialized exploration, under the direction of a culty member, of topics of particular interest to e student that are not included in existing ourses. While credit is not given for a thesis pic proper, the study may be closely related to ich a topic. Guidelines are available from the epartment.
taff

AEC1156H Power and Difference in the Workplace

This course will offer a critical analysis of the place of power in sustaining inequalities in the workplace. It will look at the sources of power, its reproduction and persistence. The course will consider a variety of ways in which power is exercised in the workplace. Power will be examined as a multidimensional phenomenon including class, gender, sexuality, race and ethnicity. We will look at the ways in which the unequal distribution of power works to advantage or disadvantage certain groups of people. The course also will seek alternative approaches aimed at the establishment of an equitable workplace.
S. Mojab

AEC1160H Introduction to Transformative Learning Studies

This is the foundation course for Transformative Learning studies. It is designed to introduce students to a global planetary perspective. The concept of a global world order will be examined from historic, critical, and visionary perspectives. Issues of development/underdevelopment, human rights, and social justice perspectives are considered. A critical understanding of social power relations will be highlighted in the areas of gender, class, and race dynamics. The topics are approached as interdependent dimensions within a holistic education perspective.
E.V. O'Sullivan

AEC1165H Poetry, Social Movements and Adult Learning

This course is designed to examine the role of poetry as a form of adult learning. It will consist of reading poetry that has come from the multi-centred world of transforming relationships and resistance, from new literate adults in Canada and elsewhere, from many forms of feminism, from the struggles of women and men of the African diaspora, from ecological movements, from solidarity movements and from democratic struggles in trade unions and elsewhere. The role of poetry in a variety of adult education settings from the informal to the formal will be explored. The course draws on theoretical links between adult education theory, social movement theory and poetics. It includes references to historic and contemporary uses of poetry and the spoken word in adult learning contexts.
B.L. Hall

AEC1170H Practitioners' Experienced Knowledge
A course for experienced practitioners to learn to bring out, share, and apply their experienced knowledge of their practice. Students engage in exercises to identify their learning styles, their implicit theories, and their personal images. This knowledge is shared and applied in creative problem-solving groups.
D. Hunt

AEC1171H Treaty Rights and Aboriginal Education: Contemporary Policies and Programs
This course is designed to provide an interdisciplinary approach to the analysis of Aboriginal education in Canada. Emphasis is on understanding the influences of policies, programs, and institutions that affect the Aboriginal community in respect to Aboriginal education. One of the major data sources will be the report of the Royal Commission on Aboriginal Peoples. Aboriginal guest speakers will also comment on selected topics. Components of this course will include the Aboriginal world view; contemporary history/politics relevant to Aboriginal Peoples; and Aboriginal education and healing. Treaties were originally signed between First Nations and the Federal Government of Canada. These treaties for the most part have not been honoured. In this course we shall discuss the ways and means to redress this situation as we focus more specifically on issues relevant to Aboriginal education.
E. Antone or Staff

AEC1172H Contextual Assessment for Enhancing Classroom Learning
Theory and practice of classroom-based assessment and intervention; practicum in classroom observation of teaching and learning styles; factors related to pupils' social-emotional functioning. Experimentation with alternative strategies to enhance motivation and learning. Prerequisite: Permission of instructor.
S. Miezitis or P. Gamlin

AEC1173H Creativity and Wellness: Learning to Thrive
Theoretical perspectives on the development of one's sense of self, factors contributing to resiliency and vulnerability, and different approaches to coping with life stresses will be examined. Creative strategies for confronting challenges related to work, health, or persona growth issues will be explored.
S. Miezitis

AEC1175H Teacher Learning in Scho Contexts
The focus of this course is on schools as contexts for teacher learning. Students will explore relevant literature in the area of teach development, and engage in a practical inquir designed to explore the role of the school in facilitating ongoing learning and professional growth.
A. Cole

AEC1177H Cross-Cultural Roots of Identity Development: Intercultural Relations and Creative Lifelong Learning in Plural Societies
In cooperative inquiry, the class will discuss identity development from a cross-cultural perspective. Intercultural relations in plural societies is one topic strand. Acculturation conflicts in first and second generation newcomers to Canada is another topic strand. Biculturalism as a third topic strand is examin in relation to creative lifelong learning.
P. Gamlin

AEC1178H Practitioner/Ecological Identity and Reflexive Inquiry
The course is intended to initiate explorations both practitioner and ecological identity. It is directed to a wide range of practitioners (including those working in environmental education) who have high regard for the place that values grounded in ecological and environmental responsibility may have in thei professional practices. The course is writing intensive. A reflexive inquiry (autobiographic process is the primary inquiry tool. The cours activities are directed toward explorations of relevant personal history-based experiences and their meanings focusing, especially, on t place of experiences in particular (natural) ecological and environmental contexts - and t forming of subsequent sensitivities - in developing orientations to practitioners' work Articulation of contemporary and forward look perspectives about ecological and environmental issues as they pertain to the l (as well as regional and global) context of professional practice is expected.
J.G. Knowles

EC1180H Aboriginal World Views: nplications for Education

this course students will study philosophical ews shared in Aboriginal thought that honours versity of identities, culture and language, and eographic locations. Recent literature which ghlights more than ever before culturally opropriate and culturally based Aboriginal ducation grounded in Aboriginal philosophies nd the goal of self-determination will be xplored. Central to understanding Aboriginal orld views is the importance of drawing on and orking with traditional wisdom related to the oral aditions, elders knowledge, and cultural ymbols that speak to the 'teachings' hilosophies). Likewise, students will learn that itical to this process is placing this nderstanding in the context of Aboriginal eoples' experiences with colonialism and opression, and struggles for self-determination esterday and today. This course will promote n understanding and appreciation of Aboriginal erspectives and explore strategies for tegrating this knowledge into the work of ducators. Students will be able to apply erspectives to their own research.

Fitznor

EC1181H Embodied Learning and Qi ong

he objectives of this course are to (a) disrupt revailing western scientific knowledge and ducation that privilege the intellect (frequently quated with the mind) over the body-spirit; and) explore notions of embodiment and what it ay mean to cultivate embodied ways of nowing and learning. We achieve these bjectives by (i) reading and looking at relevant aterials that conceptualize body-mind-spirit as n interconnected whole, with an emphasis on raditional Chinese Medicine; (ii) recording our eflections in a journal; and (iii) conducting Qi ong (a form of ancient Chinese breathing and neditative exercises) as an experiential way of xploring embodied learning. The course equires active participation by students.

. Ng

AEC3102H Doctoral Thesis Course in Adult Education (Pass/Fail)

This course is designed to help doctoral students develop their thesis proposal and particularly the research problem. It is suggested that the course be taken at or near the beginning of the program.

J. Quarter or staff

AEC3103H Teaching about Global and Social Issues

This is a course that deals with issues around globalization, sustainable ecological development, social issues at both a global and local level dealing with diversities and social power. The course will also deal with North-South tensions in knowledge production and legitimization. There is also a concern to look at our present history from a planetary perspective that embraces post-colonial development issues, and feminism in the global context. There will be an emphasis on exploring and identifying teaching strategies dealing with the thematic issues of the course. Part of the class project will involve specific teaching projects that are relevant to the participants. Suggested background: Courses AEC1146, AEC1160, AEC3104.

E.V. O'Sullivan

AEC3104H Political Economy of Adult Education in Global Perspectives

This course will examine adult education in global contexts with specific focus on "Third World" societies. It will offer a critical review of the relationship between adult education, modes of production, and state. In this course we will draw on Marxist, feminist, anti-racist, and ecological theoretical debates. Applying critical comparative analysis, the course will examine the role of adult education in liberation movements and democratization of state and society. We will study the role of adult education in building a dynamic civil society and challenges we are facing towards creating a democratic civil society.

B.L. Hall or S. Mojab

AEC3111H Academic and Professional Seminar for Adult Educators (Non-Credit)

(no course credit, attend/not attend) The general goals for the seminar are to orient graduate students to the work of faculty members, to foster scholarly relationships between faculty members and doctoral students, to help each thesis writer bring her/his research work to a clear focus, to create "a culture of thesis completion", to fuse academic and professional work, to encourage subsequent involvement in the field, and to develop ongoing, personal profession and development practices. Prerequisite: Admitted as Doctoral student to Adult Education program.
Staff

AEC3113H Adult Education Approaches to State, Equity, and Democracy

This course will offer a critical framework for analyzing the role of social movements and modern Western democratic states in initiating, implementing, and ensuring equality of access and participation to members of marginalized groups. We will examine the potential and limitations of equity initiatives in areas such as, but not limited to, education, health, social and legal services. The course will also examine alternative approaches designed to build inclusive communities.
S. Mojab

AEC3117H Learning and the Law

Continuing education systems - that is, educational systems available throughout individual lifespans - are evolving rapidly in Canada. What kind of legal foundation is being created and what kind should be? What is the existing relationship between learning and the law? And what should it be? The course will use current research to identify, clarify, and analyse current legislation in Canada. Some comparisons will be made with other countries.
A.M. Thomas or staff

AEC3119H Global Perspectives on Feminist Education, Community Development and Community Transformation

The course provides an opportunity for students to study globally aware women's educational practice in community development and community transformation. It examines the general principles of this practice, the major challenges faced by practitioners in Canada a abroad, the growing regional and international women's networks supporting this practice, ar current debates among women locally and with these networks.
A.R. Miles or staff

AEC3125H Continuing Education of Professional Personnel: Principles, Modes, and Problems

A critical survey of the goals, methodology, ar results of institutional and self-directed programs of continuing education for professional personnel. The course will review attempts to assess the results of various programs in relation to vocational performanc as well as the performance of individual and social roles.
A.M. Thomas or staff

AEC3126H Transformative Educatio and the Global Community: Creativit and Social

This course considers those conditions operating in our contemporary world that are enhancing or are fragmenting the developmen a "world community." Special attention will be given to the problems presented by nation sta - that is, violence as a resolution to social conflicts within and between nation states. Th mass media and educational institutions will b examined as contributing factors to state violence and the attendant fragmentation of efforts of community mobilization toward a gl world community. A strong emphasis on globa ecology issues will be pervasive.
E.V. O'Sullivan or staff

AEC3131H Special Topics in Adult Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. Th topics will be announced each spring in the Winter Session and Summer Session course schedules.
Staff

EC3132H Special Topics in Women in evelopment and Community ransformation

his half course will be taught once a year by the urrent holder of the Dame Nita Barrow stinguished Visitor position at OISE/UT. Each sitor will call on her own particular area of terest and experience to develop a course ealing with current issues of women, evelopment, and community transformation in a obal context and from a Southern perspective.
R. Miles and staff

EC3138H Social Theories and Adult ducation

his seminar examines adult education policies, rograms and practices in the light of theories of ocial and cultural reproduction, as well as eories of social change. It also provides udents with an opportunity to critically analyze oth existing theories and their own ssumptions. One of the goals of the seminar is assist students with developing their eoretical framework for their thesis. Thus, udents will be asked to take an active role in lating social theories to their research roposal.
. Schugurensky or Staff

EC3152H Individual Reading and esearch in Adult Education: Doctoral evel

pecialized study, under the direction of a staff ember, focusing upon topics of particular terest to the student that are not included in xisting courses. While credit is not given for a esis topic proper, the study may be closely elated to such a topic. Guidelines are available om the department.
taff

EC3170H Perspectives on ualitative Research on Learning and eaching: Part I

tudents in this course will have opportunities to xplore a variety of "alternative" approaches to e study of schools and teaching, and to onsider theoretical assumptions and ethodological issues associated with each. he course is designed to facilitate the planning, reparation, and conduct of doctoral research.
. Cole

AEC3171H Perspectives on Qualitative Research on Learning and Teaching: Part II

This course is a continuation of 3170H. In Part II the various alternative approaches to the study of schools and teaching will be further examined with an applied focus. Emphasis will continue to be placed on issues associated with doing qualitative educational research.
Prerequisite: AEC3170H
A. Cole or J.G. Knowles

AEC3172H Renewal in Adult Education

This course is based on the Spirit of Renewal framework. The values in the Spirit of Renewal - (1) Equity of expertise, (2) Synergy of sharing, (3) Positive orientation, (4) Continuity, (5) Contradiction, and (6) Human potential, will serve as the basis for participants to develop their own images and qualities of these beliefs. Once these images and qualities are shared, they will serve to develop action plans in whatever form of adult education the participants are concerned.
D. Hunt

AEC3173H Effecting Change: Creating Wellness

Theory and practice in visualizing and initiating change in educational, community and work settings with special emphasis on fostering resiliency and wellness. Preventive models of service delivery based on collaborative problem solving approaches; dynamics of consultant and consultee relationships. Analysis of practicum experiences in educational or other contexts of students' choice.
Prerequisite: AEC1173 or permission of instructor.
S. Miezitis

AEC3174H Dynamic Instruction: Maximizing the Potential for Learning in a Collaborative Learning/Teaching Environment: Part I

Students will collaborate in a socio-cultural investigation of learning and teaching wherein the analysis will work against the tendency toward disciplinary fragmentation and isolation. Human beings are viewed as coming into contact with, and creating their surroundings as well as themselves through the actions in which they engage. Significant learning and teaching is discussed from this perspective, primarily

through the framework provided by L.S. Vygotsky. Specific applications of this approach are described, particularly in relation to maximizing the learner's potential to learn in a collaborative and holistic learning/teaching environment.
P. Gamlin

AEC3175H Dynamic Instruction: Maximizing the Potential for Learning in a Collaborative Learning/Teaching Environment: Part II

Students will collaborate on a project that will be the outgrowth of discussions in Part I (AEC3174H). Students will be introduced to, and apply the techniques of dynamic instruction that foster strategic/intentional learning. Dynamic instruction has as a primary emphasis a focus on cognitive modifiability. In this connection, the role of mediated action, leading activities, and the methods of reciprocal teaching are considered. Part I is a prerequisite for the course.
P. Gamlin

AEC3176H Sense of Place in Professional and Natural Contexts

The course is intended to extend students' previous explorations of both "practitioner and ecological identity" through extensive readings, discussions and writing opportunities. It is directed to a wide range of professionals/practitioners (including those working in environmental education). These persons see potential places in their work contexts and lives, and their professional practices, for the clarification and expression of personal values grounded in ecological and environmental experience, knowledge, and responsibility. The course provides a context in which to examine a variety of published works by scholarly and literary authors, journalists, artists and those in the professions. These works articulate notions of "sense of place", "rootedness" in landscape (intellectual, professional, built, and natural), ecological/environmental identity, geopiety, and a range of other connected concepts and will form the basis for extending course participants' understandings and expressions of their own ecological/environmental identities and perspectives as they pertain to professional practice within their workplaces. The course is intended as an extension and expansion of AEC1178. Permission of instructor is required
J.G. Knowles

Other courses accepted for credit

The following courses may be taken for credit i the Adult Education program. For descriptions see the relevant department course listings.

AEC1266H	Career Counselling and Development: Transition from School to Work
AEC1275H	Special Topics in Counselling Psychology: Youth at Risk: Speci Challenges for Counsellors and Educators
AEC3233H	Research Seminar in Career Development
CTL1303Y	Global Education: Theory and Practice
CTL1308H	Education and Cosmology
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
SES1921Y	Principles of Anti-Racism Educatio
SES1925H	Indigenous Knowledge and Decolonization: Pedagogical Implications
SES1953H	Teaching Conflict and Conflict Resolution: Politics and Practice
SES2941H	Social Inequities and Education
SES2942H	Education and Work
SES2970H	Countering Myths About Aborigina People through Multiple Medias
SES2999H	Special Topics in SESE: Selected Issues, Themes and Models in Aboriginal and Indigenous Educati
SES3951H	Political Economy, Canadian Cultu and Education

OUNSELLING SYCHOLOGY PROGRAM

e Counselling Psychology Program offers ree areas of specialization:

ounselling Psychology for Psychology Specialists (M.A., Ph.D.)
ounselling Psychology for Community and Educational Settings (M.Ed., Ed.D.)
uidance and Counselling (M.Ed.)

plicants should consider each in relation to gibility criteria and their own areas of interest. eneral information and admission requirements each specialization are provided on the lowing pages.

tails on the specific program and degree quirements for each specialization are ntained in a brochure called *Guidelines for the unselling Psychology Program* published ch January and provided to newly admitted udents at the time the Offer of Admission is ade.

e Counselling Psychology program normally gins in either the Summer or the Fall Session.

ENERAL INFORMATION

r information about **application** procedures d forms, contact:

SE/UT Registrar's Office
aduate Studies Admissions Unit, Room 4-485
lephone: 416-923-6641 ext. 2663/2664
lephone: 1-800-785-3345
mail: gradstudy@oise.utoronto.ca

r information about **registration**, contact:

ristine Fung, Liaison Officer
SE/UT Registrar's Office
aduate Studies Registration Unit, Room 4-485
lephone: 416-923-6641 ext. 2665
mail: cfung@oise.utoronto.ca

CADEMIC INFORMATION

. Margaret Schneider
unselling Program Coordinator
lephone: 416-923-6641 ext. 2550
mail: mschneider@oise.utoronto.ca
R

Ms. Gladys Kachkowski
Academic Affairs Officer
Telephone: 416-923-6641 ext. 2552
E-mail: gkachkowski@oise.utoronto.ca

Admission Requirements

In addition to the minimum degree requirements described earlier in this publication, some programs in this department will have specific requirements relative to the nature and length of the program. These will be found with the description of the programs which follows. Applicants should always consult the Minimum Admission, Program and Degree Requirements section, pages 27 - 35, as well as the special requirements for the program of their particular interest. MAT and GRE scores are not required for admission to any of the programs in Counselling Psychology.

Although the minimum requirement for admission to a master's program is the equivalent of a University of Toronto bachelor's degree with standing equivalent to a University of Toronto **mid-B**, students normally need a higher academic standing to compete effectively with the large number of well qualified applicants to be considered. Given the limited number of students this department may accept into the majority of its programs, not all eligible students can be admitted. Program admission committees reserve the right to determine which applicants will be admitted to their program.

Normally, students apply to only one specialization within the Counselling Psychology program and this should be indicated in their letter of intent. An applicant's file must be complete before it can be reviewed by the department.

COUNSELLING AND PSYCHOEDUCATIONAL CLINIC

Co-Director: Judith A. Silver

The Clinic is a teaching facility supporting the OISE/UT graduate training program. The Clinic provides opportunities for students to work under the supervision of registered psychologists with adults and children in psychotherapy and counselling, psychological and educational assessment, remedial instruction, and innovative programming. Furthermore, the Clinic provides a setting and a framework for research as well as an up-to-date psychoeducational test library.

THE COLLEGE OF PSYCHOLOGISTS OF ONTARIO AND PREPARATION FOR PROFESSIONAL PRACTICE

Students whose plans include preparation for professional practice in psychology should note the following:

Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. Only the following programs are designed to meet the academic requirements for registration by the College:

- M.A. Counselling Psychology for Psychology Specialists
- Ph.D. Counselling Psychology for Psychology Specialists

A requirement for admission to the M.A. program is a University of Toronto four-year bachelor's degree in psychology or its equivalent. A requirement for admission to the Ph.D. program is an M.A. in Counselling or Clinical Psychology after a University of Toronto four-year bachelor's degree in psychology or its equivalent.

For further information on registration as a Psychologist or Psychological Associate, contact:

The Registrar
College of Psychologists of Ontario
Suite 201, 1246 Yonge Street
Toronto, Ontario M4T 1W5
Telephone: 416-961-8817
E-mail: cpo@cpo.on.ca

The Department of Adult Education, Community Development and Counselling Psychology wishes to draw your attention to a policy statement by the College regarding independent practice by any psychology student for a fee:

> "By reason of their academic affiliations, students in psychology may incorrectly be presumed by the public to possess mature professional skills. In the view of the College of Psychologists of Ontario, a serious question of good professional judgement may well be raised in the examination of those candidates for registration who have engaged in independent practice prior to their doctorate and permanent registration."

COUNSELLING PSYCHOLOGY SPECIALIZATIONS

•COUNSELLING PSYCHOLOGY FOR PSYCHOLOGY SPECIALISTS

Master of Arts

The M.A. program is designed for applicants interested in working in careers in a variety of psychological and educational settings as researchers or practitioners and meets the academic requirements for registration with the College of Psychologists of Ontario as a psychological associate. It also meets the needs of students who plan to apply to the Ph. in Counselling Psychology for Psychology Specialists program. This is designed to meet the academic requirements for registration as psychologist with the College of Psychologists of Ontario. (See the Ph.D. program on the following pages.)

NOTE: Admission to the M.A. program does n guarantee admission to the Ph.D. program.

Admission Requirements

Admission is limited to applicants who have a University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requireme equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better**. It is strongly advised that students complete an undergraduate thesis in psycholog as well as a history of psychology course prior application to this specialization.

Program Requirements

The M.A. program in Counselling Psychology fo Psychology Specialists consists of eight half-courses, 500 hours of practicum and a master' thesis. The thesis is supervised by a faculty member. Students will plan their program according to the current "Guidelines for the Counselling Psychology Program". Faculty advisors are available to assist in this process. Every program will include courses in counsellin theory, practice, assessment, ethics, rsonality and cognitive assessment skills, and search methodology, as well as a practicum acement. Arrangements regarding a practicum acement must be made in consultation with the oordinator of Internship and Counselling rvices by May 15 (preferably earlier) prior to king the course AEC1203 (Practicum in unselling).

ll-time on-campus study is required from ptember to April, which represents the Fall and inter Sessions; however, students may begin eir program in the preceding Summer Session. rmally, three half-courses are taken in each of e Fall and Winter Sessions and a maximum of o in the Summer Session. It is expected that program requirements will be completed within o years.

octor of Philosophy

e principal emphasis in this program is on the velopment of research and theoretical owledge in counselling psychology, sessment skills, and knowledge and training in ofessional issues. Students are expected to rry out advanced research as well as to velop professional knowledge and skills in unselling psychology. Graduates of the ogram will be prepared to assume a variety of sitions in psychological practice and research schools and universities, in community ttings, in agencies offering psychological rvices, and in university or college counselling ntres.

dmission Requirements

e Ph.D. program in Counselling Psychology quires the following:

) A University of Toronto (or other accredited university) four-year bachelor's degree in psychology or any four-year bachelor's degree which would contain the psychology requirement equivalent (defined as six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level) completed with standing equivalent to a University of Toronto **A- or better.** It is strongly advised that students complete an undergraduate thesis in psychology as well as a history of psychology course prior to application to this specialization.

b) Normally, a University of Toronto M.A. degree with specialization in Counselling Psychology for Psychology Specialists, or its equivalent, with standing equivalent to a University of Toronto **A- or better**.

Applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigorous manner. This constitutes a Qualifying Research Paper which is required at the time of admission.

Program Requirements

Students will plan individual programs according to the current "*Guidelines for the Counselling Psychology Program*". Faculty advisors are available to assist in this process. Progress in the program will be reviewed annually.

Five areas of essential course content for a professional training program in counselling psychology are:

- counselling and psychotherapy
- psychological measurement and statistics
- advanced research methods
- history and systems
- ethics and professional issues

Normally, eight half-courses will be required. The program must be taken on a full-time basis. Please note that the Counselling Program is currently adjusting course requirements to conform to the guidelines and principles for the American Psychological Association accreditation of programs in professional psychology.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 2,000 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation supervised by a full-time member of the Counselling Psychology faculty. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

Comprehensive Examination

In addition to normal course requirements, students will be examined systematically in general psychology and in professional psychology. The examination will normally be taken at the end of the second year of full-time study. A reading list defining the required areas of knowledge is available.

The section on general psychology will require that the student demonstrate an understanding of the underlying principles and basic knowledge in each of four areas of general psychology:

- the biological bases of behaviour
- the social bases of behaviour
- the cognitive/affective bases of behaviour
- individual differences.

The section on professional psychology is a comprehensive examination in the five areas of professional training:

- counselling and psychotherapy
- assessment
- statistics and research design
- psychometrics
- ethics and professional issues.

•COUNSELLING PSYCHOLOGY FOR COMMUNITY AND EDUCATIONAL SETTINGS

Master of Education

The primary purpose of this program is to provide individuals with the opportunity to learn and develop counselling skills appropriate for a variety of work settings. Students will be encouraged to develop their courses and practicum learning experiences to suit their own goals. Examples of the type of goals for which suitable programs could be developed are adult counselling, college and university counselling centres, career counselling, geriatrics counselling, multicultural counselling, and community mental health and family life centres

Admission Requirements

a) a three-year University of Toronto bachelor's degree in any area (including Psychology) or its equivalent, or a four-year University of Toronto bachelor's degree (from areas other than psychology) or its equivalent, complete with standing equivalent to a University of Toronto **B+ or better**.

b) at least one year of relevant experience.

Program Requirements

The M.Ed. Program in Counselling Psychology for Community and Educational Settings requires ten half-courses plus a comprehensive examination. Individual programs will be planne according to the current "*Guidelines for the Counselling Psychology Program*". Faculty advisors are available to assist in this process. The five half-courses required in Counselling Psychology will include one in counselling, grou theory, ethics, and a practicum. Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internshi and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203 (Practicum in Counselling).

NOTE: Applicants with any four-year bachelor's degree in psychology or with any four-year bachelor's degree which contains the psychology requirement equivalent - i.e. six full courses in psychology, including one half-course in research methods, one half-course in statistics and at least three full courses at the third- and fourth-year level - cannot apply for th program. They can apply only to the M.A. program in Counselling Psychology for Psychology Specialists.

Doctor of Education

Counsellor training in this program emphasizes the consideration of the role of the counsellor in the educational system, the acquisition of effective supervisory and consultative skills, and the development and assessment of stude counselling services in addition to the advance study of counselling theory and practice. Graduates of this program will be prepared to take leadership positions in the field of educational counselling, as educators in olleges and institutes of education, as irectors and coordinators of school guidance rograms, as specialists in the provision of ounselling-related, inservice training for school ersonnel, and as providers of advanced levels f personal counselling to school, college, and elated populations.

his option will be especially attractive to ndividuals who have demonstrated a career ommitment to the provision of counselling ervices in an educational and community etting. Consult the department's guidelines bout specific course offerings.

dmission Requirements

n addition to the minimum requirements for dmission to Doctor of Education programs ound in the Minimum Admission, Program and egree Requirements section, pages 27 - 35, he program in Counselling Psychology requires he following:

a) a University of Toronto three-year bachelor's degree in any area (including Psychology) or its equivalent, or four-year bachelor's degree (from areas other than Psychology) or its equivalent.
b) the applicant must normally hold an M.Ed. degree with specialization in Counselling Psychology for Community and Educational Settings or in Guidance and Counselling from the University of Toronto, or its equivalent, with standing equivalent to a University of Toronto **B+ or better.**
c) the applicant must normally have had successful professional experience as a counsellor in an educational setting or in a related position.
d) applicants who hold an M.Ed. or other non-thesis master's degree must submit evidence of their ability to identify a research or development problem, to design and conduct a study or project, and to report the findings or results, all in a rigourous manner. This constitutes a Qualifying Research Paper.

Program Requirements

Students will plan their programs in consultation with a faculty advisor. All students are required to take courses related to the development of competence in counselling theory and practice and to the development of research skills. Students are required to take at least eight half-courses, six of which must be in Counselling Psychology.

Each student must complete a minimum of one year of full-time, on-campus study and, in addition, serve a period of internship in an appropriate setting.

Practicum and Internship

Students are required to complete a 500-hour practicum in conjunction with the doctoral practicum course (AEC3217Y). In addition, students are required to complete 500 hours of internship. All internship arrangements must be made in consultation with the Coordinator of Internship and Counselling Services. Students should plan to contact the Coordinator by May 15 (preferably earlier) of the year in which they are accepted, in order to arrange the best match between student needs and field placement availability.

Thesis

All students must develop, complete, and defend in an oral examination, a doctoral dissertation. The content of such dissertation research may address theoretical issues applicable to counselling concerns and practice, relate to the development of programs in a variety of educational or applied settings, or in some other way contribute to the development and practice of counselling psychology.

•GUIDANCE AND COUNSELLING

Master of Education

The purpose of this program is to help meet the need for well-prepared practitioners in the field of guidance and counselling in the schools. Therefore, strong preference for admission to this program is given to experienced teachers who are interested in specializing in guidance and counselling in the schools. Students completing this M.Ed. degree may have their degree credited toward Parts I and II of the Ontario College of Teachers' Specialist Certificate in Guidance. Further information may be obtained from:

Ontario College of Teachers
121 Bloor Street East, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
Telephone: 1-888-534-2222
Fax: 416-961-8822
E-mail: info@oct.on.ca
Website: www.oct.on.ca

Applicants interested in counselling who are not experienced teachers, or who are not primarily concerned with eventually obtaining a position in a school, but who have appropriate related experience, may apply for an M.Ed. program in Counselling Psychology for Community Settings.

Admission Requirements

a) a three- or four-year University of Toronto bachelor's degree or its equivalent, from any area, with standing equivalent to a University of Toronto **mid-B or better**;
b) teacher certification;

Program Requirements

Candidates may pursue this program on a full- or part-time basis. The M.Ed. requirements for this degree are ten half-courses plus a comprehensive examination.

The program, planned by the student in consultation with the faculty advisor, cannot be reduced because of guidance certificates held. Within the four half-courses required in Counselling Psychology every program must include counselling and group theory and a practicum experience.

Arrangements regarding a practicum placement must be made in consultation with the Coordinator of Internship and Counselling Services by May 15 (preferably earlier) prior to taking the course AEC1203 (Practicum in Counselling). Students are advised to check prerequisites for each course before selecting their program. Prerequisites are listed with the course descriptions.

NOTE: Students interested in graduate training beyond an M.Ed. degree should apply to the Ed.D. in Community and Educational Settings. (See page 66 – 67.)

COURSES

The following list demonstrates the range of courses offered in the Counselling Psychology Program. Not all of the courses listed are offered in any given year.

AEC1202H Theories and Techniques Counselling

An appraisal of a number of basic theories of counselling and approaches to inducing client change. Full-time Guidance and Counselling students may take AEC1202H concurrently wi AEC1203Y. Counselling students will have priority for enrolment in this course.
Staff

AEC1203Y Practicum in Counselling

Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. In addition to regular class meetings and time spent in group supervision with the instructor, M.Ed. students in Counselling are required to be in attendance one full day per week at their practicum setting. Some students may spend two full days in their practicum setting. All full- and part-time studen must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services.

Continuing students should plan to contact the Coordinator by April 15, and new students by May 15, in order to arrange the best match between student needs and field placement availability. The Counselling committee reserve the right to make any final decisions when questions arise concerning the placement of a student in a setting.
Note: Part-time students must be available one full week-day per week to fulfill the practicum requirement.
Note: All counselling practica must be done through OISE/UT. Practica done at other universities may not be considered as substitutes.
Prerequisite: AEC1202H, for Counselling students only. Full-time Counselling students may take AEC1203Y concurrently with AEC1202H.
M.A. Guttman, L. Stermac, J.E. Watson, J. Silver and staff

EC1205H Individual Intellectual ssessment

heories of intelligence; observation and iscussion of the administration and nterpretation of the Revised Stanford Binet, the Vechsler Intelligence Scale for Children, and the Vechsler Adult Intelligence Scale; and an ntroduction to some other tests of intellectual bilities. Includes a practicum in group test dministration.

rerequisite: Permission of instructor.

taff

EC1207H Counselling Topics in exual Orientation and Gender Identity iversity

his course will review the research findings and linical case literature in selected areas of esbian, gay, bisexual, and transgender sychology with reference to their implications r professional practice in counselling sychology. Particular emphasis will be given to ne clinical and research implications of sexual rientation identity acquisition, bias crime ictimization, same sex domestic violence, IV/AIDS, gender dysphoria, and alcohol and ubstance use. Students will come to a greater ppreciation and understanding of the special ounselling needs of clients from differing sexual rientations and gender identities through a ombination of lectures, seminar presentations, iscussions, bibliographic and Internet esearch, and original student research projects.

R. Gillis

EC1208H The Counselling elationship

his course aims to develop the skills of the ainee counsellor through increasing the ability f students to recognize, understand, and use ounsellor's and client's experiences in the ounselling relationship. Topics include the yadic nature of the counselling relationship, ansference, countertransference, client and ounsellor differences, contextual effects on the ounselling relationship, responses to "difficult" ients, and ethical issues.

Piran

EC1212H Psychological Aspects of ounselling and Teaching New anadians

ne overall aim of this course is to provide a ackground of knowledge obtained both inside nd outside the classroom to aid in teaching and ounselling immigrants or New Canadians. Readings and discussions on psychological aspects of prejudice, stereotyping, culture conflict, culture shock, attitudes toward New Canadians, psychological testing, nonverbal communications, values, identity crisis, problems in transition, and programs and techniques that can be utilized to ease the transition of New Canadians.

Prerequisite: Permission of instructor.

Staff

AEC1214H Research Seminar in Multicultural Studies

The course is designed to enable students to do extensive, in-depth analysis of a particular area of interest in multicultural studies. Students are required to review the literature in the area of teaching, counselling, or other form of helping relationship with a particular ethnic group, or ethnic groups in general. Students also do fieldwork to collect data ranging from interviewing and visiting ethnic neighbourhoods to videotape analysis. The course has a research and applied focus. Students demonstrate how their research can be applied to teaching, counselling, or other helping relationship with minority groups or New Canadians.

Prerequisite: Permission of instructor.

Staff

AEC1219H Ethical Issues in Professional Practice in Psychology

This course is an introduction to ethical issues in the professional practice of psychology. We will cover issues encountered in counselling, assessment, and research and will have opportunities to discuss ethical issues in teaching and organizational and community psychology. The goals of the course are: a) to familiarize students with the variety of issues they might encounter in their own work, b) to provide students with the skills and resources for ethical decision-making, c) to familiarize students with the codes, standards, and legislation which bear on ethical and legal issues. Open to Counselling Psychology students only.

M.S. Schneider

AEC1228H Individual and Group Psychotherapy: Family and Marital Counselling
This course will examine one of several contemporary models of psychotherapy for family and marital counselling.
Staff

AEC1229H Individual and Group Psychotherapy for Counselling
Each year this course will examine a model of psychotherapy from among the following: Transactional Analysis, Gestalt, Psychodrama, Bioenergetic Analysis, and Family Therapy.
Prerequisite: Permission of instructor.
Staff

AEC1243H Seminar in Community Psychology and Community Development
The course surveys theories of community psychology and their relationship to community development. Consideration will be given to the relationship of theory to specific community contexts such as schools, social service or health agencies, etc. The course will formulate community issues in a critical perspective dealing with structures of class, gender, and race and their relationship to community development and fragmentation.
Staff

AEC1245H Brief Counselling Strategies
This course is intended to introduce students to recent developments in the theory and practice of brief counselling strategies with a particular emphasis on the Solution focussed model. The practice component of the course will involve learning how to apply brief counselling strategies and techniques to client problems in order to facilitate resolution in as brief a time as possible.
Staff

AEC1247H Practicum in Adult Counselling (Pass/Fail)
This course must be taken in conjunction with 1203Y Practicum in Counselling. The two courses may only be taken by students enrolled in Counselling programs. All students must arrange their practica in consultation with the department's Coordinator of Internship and Counselling Services. (Only available to students who enrolled prior to July 1997.)
Staff

AEC1250H Fundamental Concepts of Psychosynthesis: Part I
This course is intended to introduce students to the fundamental concepts of Psychosynthesis Psychosynthesis is an approach to counselling featuring the integration of the personality, and of the personality with the spiritual aspects of people. The course features experiential as wel as didactic techniques.
Prerequisite: Permission of the instructor
Staff

AEC1252H Individual Reading and Research in Counselling Psychology: Master's Level
Specialized study, under the direction of a staf member, focusing upon topics that are of particular interest to the student but are not included in available courses. While credit is no given for a thesis investigation proper, the stud may be closely related to such a topic.
Staff

AEC1253H Feminist Issues in Counselling Psychology and Psychotherapy
This course examines the principles and practices of feminist therapy, theories of femal development and the psychology of women. Special emphasis is placed on relational theories. Specialized techniques and their application to specific and diverse groups of women will be reviewed.
K. Jasper and staff

AEC1254H Contemporary Issues in Human Sexuality and Sex Education
This course will survey significant social issues in human sexuality, using a variety of theoretic perspectives, with attention to race, class and gender diversity. Ways of addressing the sexu information needs of people of all ages will be addressed.
M.S. Schneider

AEC1257H Females' Psychological Development
Both traditional and modern theories of aspects of human psychological development pertainin to females are critically examined. Special emphasis is placed on the work of such feminis thinkers as Jean Baker Miller, Nancy Chodorow Dorothy Dinnerstein, Irene Stiver, and Janet

ırrey in promoting profound shifts in the ways at females' mental health and expected course emotional and cognitive development are escribed and promoted.
taff

EC1261H Group Work in Counselling
esentation of models of group work ocesses, as well as of current theory plicable to group work in counselling. Students ll be expected to develop a catalogue of skills d ideas useful in the school setting, and to velop communication skills essential to group ork. For students enrolled in Counselling ograms only.
aff

EC1262H Educational and ychological Testing for Counselling
survey of standardized tests typically used by unsellors in schools, community colleges, and ıer settings. Topics included are: a review of basic concepts in tests and measurement; teria for evaluating educational and ychological tests; rationale underlying the velopment of various tests; and practice in ministration of tests and interpretation of test sults. Individual intelligence scales and jective techniques are beyond the scope of s course.
aff

EC1263H Research Methods in unselling Psychology
antitative and qualitative alternatives in the sign and conduct of counselling research will examined. Limitations on research from actical and ethical considerations will be dressed. Students will be introduced to rary, computer, and consulting resources hin OISE/UT. (Limited to Counselling ychology for Psychology Specialist students)
aff

EC1266H Career Counselling and velopment: Transition from School to ork
is course aims at preparing the counsellor for expanded role in career guidance. It deals h all major aspects of career development. e topics covered are: social and economic ntext, theories of career development, the role information, assessment of career velopment, career guidance programs, and urring issues in career guidance.
. Chen

AEC1267Y Advanced Practicum in Counselling
A continuation of AEC203Y, designed primarily for M.Ed. students.
Prerequisite: AEC1202H, AEC1203Y, and permission of instructor.
Staff

AEC1268H Career Counselling and Development: Transitions in Adulthood
This course will focus on the theories of career development and counselling techniques to deal with major career transitions. Topics will include mid-life career changes, career psychology of women, career planning and development in the workplace, relocation counselling, and retirement and leisure counselling.
C.P. Chen

AEC1269H Use of Guided Imagery in Counselling and Psychotherapy
This is a course for students in the Counselling programs. Students will study the principles and laws of imagery and receive practice and supervision in using guided imagery as a therapeutic tool.
N. Josefowitz

AEC1275H Special Topics in Counselling Psychology
A course designed to permit the study (in a formal class setting) of a specific area of counselling psychology not already covered in the courses listed for the current year. The topics will be announced each spring in the Winter Session and Summer Session timetables.
Staff

AEC1278H Cognitive Therapy
This course covers current theory and principles of cognitive therapy in the treatment of anxiety and depression. Special applications such as grief counselling, bereavement and post-traumatic stress disorders will be examined.
M. Rothstein

AEC1289H Community Mental Health
This course will survey current topics in community mental health and in the delivery of mental health services. Particular focus will be on services for diverse populations.
M.S. Schneider

AEC3211H Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research
The course is intended for students who plan to conduct research in the fields of counselling or health promotion. Published research in these two domains will be reviewed, including treatment outcome and program evaluation, gender and diversity issues in counselling and health promotion. Students will be encouraged to consider their life experiences, values and worldviews in constructing their research plan.
N. Piran

AEC3215H Seminar in Counselling Psychology: Part I
Specific issues of counselling and psychotherapy are examined within an integrative framework. An in-depth examination of a counselling model will be included. Open to doctoral students in Counselling Psychology only.
J. Watson

AEC3216H Seminar in Counselling Psychology: Part II
This course will focus on the application of the counselling model introduced in 3215H. Students will be required to see clients and develop mastery in the use of theory and techniques. They will gain experience in case formulation, the application of marker-guided interventions and the development and maintenance of the therapeutic alliance.
Prerequisite: AEC3215H
Staff

AEC3217Y Practicum in Counselling Psychology
A course aimed at the further enhancement of counselling skills through the integration of clinical experience and research. Open to Counselling Psychology students only.
N. Piran

AEC3218H Research Seminar in Counselling
A weekly seminar focusing on design and methodology in counselling and psychotherapy research. Students will analyse and redesign representative studies in the counselling literature. Each student will design a study or research program based on a thorough review of a particular counselling research area. It is expected that the review and research design will serve as a basis for a dissertation proposa for many students. Open to Counselling Psychology students only.
L. Stermac

AEC3224H Individual Personality an Cognitive Assessment
This course serves as an introduction and orientation to issues in psychological assessment. The principles of appropriate an ethical testing are reviewed with emphasis on psychometric theory, test standards, multicultural competence, and communication findings. Supervised practical experience is provided in the administration and interpretatio of representative tests of intellectual achievement, personality, neuropsychologica and occupational functioning to adults. Limite to Counselling Psychology for Psychology Specialists students.
J.R. Gillis or staff

AEC3225H Assessment and Diagnosi of Personality and Psychopathology
This course serves as a continuation of 3224H with a focus on the critical analysis and in-dept understanding of selected theories of personality and diagnostic systems. Within th context, the results of personality inventories, standardized diagnostic interviews, behaviour measures, and neuropsychological tests will b used to prepare case formulations and treatme plans for adults.
Prerequisites: AEC3224 and AEC3258 (L. Stermac's). Limited to Counselling Psychology for Psychology Specialists doctor students.
J.R. Gillis or staff

AEC3233H Research Seminar in Care Development
This course will familiarize students with research developments in vocational theory a practice. It will also attempt to examine new programs in career development and career counselling. This course will have an applied-research and a practice focus for both Ph.D. a Ed.D. students.
M.A. Guttman or staff

EC3234Y Research Seminar in ulticultural Studies
his course will familiarize students with current sues in multicultural studies. Particular nphasis will be given to understanding the etoric of quantitative and qualitative research. ne course is appropriate for students nsidering a dissertation proposal in tercultural studies as well as for students shing to become knowledgeable in this area. A eekly seminar will focus on design and ethodology in multicultural research. Students e required to demonstrate mastery of at least ne area of research related to multicultural udies. They will review, analyse, and redesign presentative studies in the multicultural erature. It is expected that for many students e review and research design will lead to the evelopment of thesis proposals.
taff

EC3243H Fundamentals of sychoanalysis: Part I
his course examines classical psychoanalytic eory and technique through a reading and scussion of Freud's introductory lectures, any of his most important cases, his papers on chnique, and other sources on technique. arts I and II are appropriate for master's and ctoral students planning to assess or treat lults or children in an educational setting.
taff

EC3253H Individual Reading and esearch in Counselling Psychology: octoral Level
escription as for AEC1252.
taff

EC3258H Special Topics in ounselling Psychology
course designed to permit the study (in a rmal class setting) of a specific area of ounselling Psychology not already covered in e courses listed for the current year. The pics will be announced each spring in the nter Session and Summer Session timetables.
aff

EC3266H Seminar: Applications of ychological Analysis and Research ethods
analysis of selected educational problems m a psychological perspective. It is ticipated that students will present specific oblems or issues in the field that will be analysed from a variety of theoretical, methodological, and practical viewpoints. Specifically, these student presentations are intended to lead to the development of thesis proposals.
Staff

Other courses accepted for credit
The following courses may be accepted for credit in the Counselling Psychology program. For descriptions, see the relevant department's course listing.

AEC1173H	Creativity and Wellness: Learning to Thrive
AEC3173H	Effecting Change: Creating Wellness
HDP1223H	Depression in the Schools: Assessment, Prevention, and Intervention
HDP3204H	Contemporary History and Systems in Human Development and Applied Psychology. **NOTE**: This course is available only to Ph.D. students in the Counselling Psychology for Psychology Specialists specialization. (Available alternate years.)

CURRICULUM, TEACHING AND LEARNING (CTL)

The Department of Curriculum, Teaching and Learning is the largest of five departments with OISE/UT. With a diverse community of approximately 100 tenured and tenure-stream faculty, the department offers a wide range of graduate courses and programs relating to academic scholarship and professional practic

The following graduate programs are offered b the CTL Department:

- Curriculum (M.Ed., M.A., Ed.D., Ph.D.)
- Master of Arts in Teaching (M.A.(T.))
- Master of Teaching in Human Development and Curriculum (M.T.)
- Measurement and Evaluation (M.Ed., M.A., Ed.D., Ph.D.)
- Second Language Education (M.Ed., M.A., Ed.D., Ph.D.)
- Teacher Development (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Comparative, International and Development Education (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Environmental Studies (M.Ed., M.A., Ed.D., Ph.D.)
- Collaborative Program in Women's Studies (M.Ed., M.A., Ed.D., Ph.D.)

There are numerous opportunities for research and field development in the Department of Curriculum, Teaching and Learning. Several internal research centres are associated with t department, including:

- Centre for the Advancement of Measuremen Evaluation, Research and Assessment
- Centre for Franco-Ontarian Studies
- Centre for Teacher Development.
- Comparative, International and Development Education Centre
- Imperial Oil Centre for Studies in Science, Mathematics and Technology Education
- International Centre for Global Education
- Modern Language Centre

Many CTL faculty are oriented toward field-bas practice, and numerous courses are offered of site or through distance learning modes.

GENERAL INFORMATION

- For information about **application** procedure and forms, contact:

The OISE/UT Registrar's Office,
Graduate Studies Admissions Unit, Room 4-48
Telephone: 416-923-6641 ext. 2663/2664
Telephone: 1-800-785-3345
E-mail: gradstudy@oise.utoronto.ca

or information about **registration**, contact:
ily Stone, Liaison Officer, Registrar's Office,
raduate Studies Registration Unit, Room 4-485
elephone: 416-923-6641 ext. 2608,
ax: 416-323-9964
-mail: lstone@oise.utoronto.ca

CADEMIC INFORMATION

or **academic** information regarding the
rograms listed previously, contact:
arriet Hori, Graduate Liaison
urriculum, Teaching and Learning
elephone: 416-923-6641 ext. 2603
ax: 416-926-4744
-mail: hhori@oise.utoronto.ca

FF-CAMPUS INFORMATION

or academic information regarding
ff-campus courses, contact:
heresa Oliveira, Academic Programs Officer
urriculum, Teaching and Learning
elephone: 416-923-6641 ext. 2747
ax: 416-926-4744
-mail: toliveira@oise.utoronto.ca

HAIR OF THE DEPARTMENT

erlin W. Wahlstrom, Ph.D. (Alberta)
rofessor
pplications of technology; student and
rogram evaluation; adaptive instruction)

SSOCIATE CHAIRS OF THE EPARTMENT

ennis Thiessen, Ph.D. (Sussex)
rofessor and Associate Chair, Graduate
tudies
urriculum and school change, student and
acher perspectives, teacher education)

lizabeth M. Smyth, Ed.D. (Toronto)
ssociate Professor and Associate Chair,
rofessional Programs and Off-Campus Studies;
oss-appointed to Theory & Policy Studies in
ducation
urriculum and teachers' lives; curriculum
evelopment for gifted learners; historical
volution of curriculum in the secondary schools
Ontario; gender issues and education)

ACULTY

rancis Ahia, Ph.D. (Toronto)
ssistant Professor; cross-appointed from the
ransitional Year Programme

Johan L. Aitken, Ph.D. (Toronto)
Professor Emeritus
(teacher education and development; feminist studies; literary theory, language, and literature across the curriculum, including children's literature and English and textual studies at all levels)

Guy Allen, Ph.D. (Toronto)
Senior Tutor; Director , Professional Writing Program, University of Toronto at Mississauga
(Language and pedagogy; narrative; psychoanalytic theory; teaching writing and literacy; science/technology and writing; writing and mental health; innovative curriculum)

Andy Anderson, Ph.D. (Michigan State)
Associate Professor
(physical and health education; learning strategies)

Mary Beattie, Ed.D. (Toronto)
Associate Professor
(teachers' professional knowledge; professional development; narrative and arts-based inquiry)

Clive M. Beck, Ph.D. (New England)
Professor
(values education; worldview education; theory of schooling; teacher development; school renewal)

Nathalie Bélanger, Ph.D. (Sorbonne)
Assistant Professor; Coordinator, Franco-Ontarian Studies in Education; cross-appointed from Sociology and Equity Studies in Education
(inclusive education; sociology of special education; Franco-Ontarian education)

John Lawrence Bencze, Ph.D. (Toronto)
Assistant Professor
(students' and teachers' expertise in Science and Technology and related pedagogies)

Barrie Bennett, Ph.D. (Oregon)
Associate Professor
(integration of multiple models of teaching to instruction; behavioural management; organizational change)

Marie-Josée Berger, Ph.D. (Ottawa)
Associate Professor; Head, OISE/UT Ottawa Valley Centre, Ottawa
(measurement and evaluation; reading and mathematics teaching; curriculum development, implementation and evaluation; minority education; gender and ethnic identity)

Kathy Bickmore, Ph.D. (Stanford)
Associate Professor; cross-appointed to Sociology and Equity Studies in Education
(social studies/geography; conflict resolution; international/cross-cultural and comparative education; politics/social foundations of education for democracy/equity)

Deanne Bogdan, Ph.D. (Toronto)
Professor; cross-appointed from Theory & Policy Studies in Education

David Booth, M.Ed. (Durham)
Professor Emeritus; Teacher Education Programs
(drama in education; interdisciplinary arts education; teacher education)

Linda Cameron, Ed.D. (Toronto)
Associate Professor
(early childhood; language and literacy; children's literature; ESL issues; parenting; adaptive instruction; holistic and aesthetic education; teacher education)

Ruth A. Childs, Ph.D. (North Carolina)
Assistant Professor
(educational assessment; psychometric methodology; computerized testing; testing policies)

Stacy Churchill, Ph.D. (London), Diplômé de l'Institut d'études Politiques (Paris)
Professor
(minority-language education and Franco-Ontarian studies; international, multicultural, and human rights education; computer-assisted instruction in first and second language)

Rina S. Cohen, Ph.D. (Ottawa)
Associate Professor
(mathematical education; holistic education; holistic approaches in the mathematics curriculum; computers in the curriculum)

Carola Conle, Ph.D. (Toronto)
Associate Professor
(modes of inquiry; narrative modes of expression; language education and initial teacher education; social self-reflection)

F. Michael Connelly, Ph.D. (Chicago)
Professor; Head, Centre for Teacher Development
(personal-practical knowledge, narrative research methods, and stories of experience with reference to classroom studies, teacher thinking, and policy implementation; scientific inquiry as a basis for science curriculum)

Karyn Cooper, Ph.D. (Alberta)
Assistant Professor
(teacher knowledge and classroom practice; aesthetic education; interpretive research methods)

David J. Corson, Ph.D. (London)
Professor; cross-appointed from Theory & Poli
Studies in Education

Alister Cumming, Ph.D. (Toronto)
Professor; Head, Modern Language Centre, cross-appointed to Human Development and Applied Psychology
(English as a second/foreign language; languag
learning, instruction and curriculum; writing in second languages; evaluation)

James P. Cummins, Ph.D. (Alberta)
Professor
(multiculturalism and minority language education; bilingual education; psycholinguistics; language and the school curriculum; critical pedagogy)

Marcel Danesi, Ph.D. (Toronto)
Professor; cross-appointed from the Departme
of Spanish and Portuguese

Vivian Darroch-Lozowski, Ph.D. (Alberta)
Professor
(aesthetics of thought and artistic practice; language and the body)

Lynn E. Davie, Ph.D. (Wisconsin)
Professor
(instructional design in distance education; computer applications; computer-supported qualitative analysis; adult learning)

T. Patrick Diamond, Ph.D.
ueensland)
ofessor
ts-based, narrative inquiry; research
ethods; personal construct theory; teacher
owledge and development; classroom studies)

-Anne Dillabough, Ph.D. (McGill)
sistant Professor
minist theory and education; social
ovements and curriculum theory; women's
cial history and educational practices; gender,
gher education and educational policy; cultural
litics of education; gender and youth culture)

rna M. Earl, Ph.D. (Western Ontario)
sociate Professor, cross-appointed from
eory & Policy Studies in Education

Mark Evans, M.A. (McMaster)
nior Lecturer
odels of teaching; social studies education;
izenship education; international education;
acher education and development)

seph P. Farrell, Ph.D. (Syracuse)
ofessor; Head, Comparative, International,
d Development Education Centre; cross-
pointed to Adult Education, Community
evelopment and Counselling Psychology
omparative and international education;
anning education for social development,
pecially in developing countries; comparative
acher development; education policy studies;
aluation of reform projects)

race Feuerverger, Ph.D. (Toronto)
sociate Professor
ulticultural perspectives in teacher education;
nnic identity maintenance and language
arning; attitudes to heritage language learning;
ltural and linguistic diversity in classrooms)

ara Fitznor, M.Ed. (Manitoba)
sistant Professor, Conditional, cross-
pointed from Adult Education, Community
evelopment and Counselling Psychology

ormand J. Frenette, Ph.D. (Montreal)
sociate Professor (Retired)
eneral curriculum; cultural determinants of the
rriculum; development of curriculum policy;
nority education; Franco-Ontarian studies)

Antoinette Gagné, Ph.D. (Toronto)
Associate Professor
(second language teaching and learning; program implementation; initial teacher education; secondary school culture)

Kathleen Gallagher, Ph.D. (Toronto)
Assistant Professor
(reflective-practitioner research; arts education and teacher development; arts community partnerships; girls and secondary schooling, critical drama/theatre pedagogy; equity-centered teaching)

Diane Gérin-Lajoie, Ph.D. (Toronto)
Associate Professor
(Franco-Ontarian education; qualitative analysis; gender and education; multiculturalism and French-language education; curriculum policy; school and society)

Esther Geva, Ph.D. (Toronto)
Associate Professor; cross-appointed from Human Development and Applied Psychology

Wanja Gitari, Ph.D. (Toronto)
Assistant Professor, cross-appointed from the Transitional Year Programme
(cognitive continuity in science learning; access, equity and retention in science education; socio-cultural context of science education; indigenous and everyday knowledges)

Tara Goldstein, Ph.D. (Toronto)
Associate Professor; Director of Student Services
(anti-discriminatory education in school settings; education of immigrant/ESL students; ethnography; qualitative research methods)

Gila Hanna, Ph.D. (Toronto)
Professor Emeritus
(data analysis and statistics; mathematics education)

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor; Head, OISE/UT Midwestern Centre, Cross appointed from Theory and Policy Studies in Education

Birgit Harley, Ph.D. (Toronto)
Professor Emeritus
(theory and methodology of second-language teaching; curriculum development and design; second-language acquisition research)

James G. Hewitt, Ph.D. (Toronto)
Assistant Professor
(computer supported learning environments; electronic discourse; distance education; instructional design; science education)

Suzanne E. Hidi, Ph.D. (Toronto)
Associate Professor
(research and evaluation of writing; interest and the curriculum; science education and gender differences; attention, memory, and electrophysiological measurements)

Derek Hodson, Ph.D. (Manchester)
Professor; Director of the Centre for Studies in Science, Mathematics and Technology Education
(history, philosophy, and sociology of the science curriculum; school-based assessment and curriculum evaluation strategies; concept development in science and technology)

Ian Hundey, M.A. (Windsor)
Senior Lecturer; Coordinator of Initial Teacher Education Programs (Secondary)
(school-university partnerships in teacher education; history and social science curriculum and instruction)

Anne Jordan, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(policies and practices in special education delivery; effective teaching in inclusive classrooms, collaboration and resource support)

Brendan Kelly, Ed.D. (Toronto)
Professor Emeritus
(mathematics education; applications of technology to mathematics instruction; curriculum design in mathematics; evaluation procedures and techniques)

Brent S. Kilbourn, Ph.D. (Toronto)
Associate Professor
(analysis of teaching; classroom interaction; pedagogical knowledge; professional development; science education)

Mary Kooy, Ph.D. (Simon Fraser)
Associate Professor
(secondary English education; response to literature; oral and written discourse; teacher education)

Clare Kosnik, Ph.D. (Toronto)
Assistant Professor; Coordinator, Initial Teac
Education Programs (Elementary)
(teacher as researcher; language arts; values
education; initial teacher education)

Normand Labrie, Ph.D. (Laval)
Associate Professor; Head, Centre for Franco
Ontarian Studies (CREFO)
(minority language issues; psycho - and sociolinguistics)

Tony C. M. Lam, Ph.D. (Washington)
Associate Professor; Head, Centre for the Advancement of Measurement, Evaluation, Research, & Assessment CAMERA
(applied measurement; program evaluation; performance-based assessment)

Sharon Lapkin, Ph.D. (Toronto)
Professor
(French as a second language research; bilingual education; second-language writing)

Robert K. Logan
Associate Professor, cross-appointed from th
Department of Physics, University of Toronto

Jean S. Mason, Ph.D. (McGill)
Assistant Professor; cross-appointed from the Professional Writing Program, University of Toronto at Mississauga
(hypertext theory, intellectual and socio-cultur
dimensions of the Internet, language and literacy, writing theory/practice, communicatio
in knowledge-building, multiple intelligences, curriculum development/delivery, bibliotherap
literature and learning, history of ideas)

Douglas E. McDougall, Ed.D. (Toront
Assistant Professor
(mathematics education; applications of technology to teaching and learning; computer
applications in the curriculum; computer-supported qualitative analysis; teacher education)

Robert S. McLean, Ph.D. (Carnegie-Mellon)
Professor
(the Internet; computer technology; curriculum uses of computers; instrumentation; software
development; virtual reality)

ck Miller, Ph.D. (Toronto)
ofessor; Head, OISE/UT Southern Centre
listic education; spirituality in education;
rriculum orientations; contemplation in
ucational settings)

bert Morgan, Ph.D. (Toronto)
sociate Professor
ltural studies and critical pedagogy; media
ucation; critical theory and history of English
dies; cultural theory)

ilip Nagy, Ph.D. (Alberta)
ofessor Emeritus
easurement; evaluation; data analysis)

**izuhiko Nishisato, Ph.D. (North
rolina)**
ofessor Emeritus
sychometrics and analysis of categorical data
al scaling])

minia Pedretti, Ph.D. (Toronto)
sistant Professor; Associate Director,
perial Oil Centre for Studies in Science,
athematics and Technology Education
ience education; science-technology-society
ucation; technology-enhanced science
truction; action research; teacher
velopment)

hn R. Percy, Ph.D. (Toronto)
ofessor, cross-appointed from the Department
Astronomy, University of Toronto at Erindale

elley Peterson, Ph.D., (Alberta)
sistant Professor
ocio cultural dimensions of literacy learning in
mary/junior/intermediate writing classrooms
d in classroom and large-scale writing
sessment)

rol Rolheiser, Ph.D. (Oregon)
sociate Professor; Associate Dean,
ademic Development
acher education; program development;
operative learning and other models of
aching/learning; alternative approaches to
sessment and evaluation; educational
ange)

hn A. Ross, Ph.D. (McMaster)
ofessor; Head, OISE/UT Trent Valley Centre
urriculum development; school change;
ogram evaluation)

Marlene Scardamalia, Ph.D. (Toronto)
Professor; cross-appointed to Human Development and Applied Psychology
(research on cognitive processes, intentional learning, and the design of computer-supported intentional learning environments)

David Selby, Ph.D. (Birmingham)
Professor; Head, International Institute for Global Education
(global education; human rights education; education and the rights of the child; humane education; environmental education; life skills education)

Wayne Seller, M.Ed. (Lakehead)
Associate Professor; Head, OISE/UT Northwestern Centre; Field Centre Division Head; and Coordinator, Technology Mediated and Off-Campus Programs
(curriculum implementation and evaluation; coaching as an implementation strategy)

Roger I. Simon, Ph.D. (Yale)
Professor
(education and cultural studies; formation of historical memory; witnessing in literature, art, and oral testimony; implications of popular culture for curriculum and teaching)

Nina Spada, Ph.D. (Toronto)
Professor
(second language acquisition, classroom-centred research in L2 teaching and learning, English as a second language, psycholinguistics)

Keith E. Stanovich, Ph.D. (Michigan)
Professor; cross-appointed from Human Development and Applied Psychology

Paula Stanovich, Ph.D. (Toronto)
Associate Professor
(special education and inclusion; adaptive instruction; effective teaching; teacher beliefs; initial teacher education; elementary language arts)

Suzanne Stiegelbauer, Ph.D. (Texas)
Associate Professor
(visual arts; Aboriginal issues and arts; educational change; social context of education; strategies in initial teacher education; anthropology)

Merrill K. Swain, Ph.D. (California at Irvine)
Professor; cross-appointed to the Department of Linguistics
(applied linguistics, psycholinguistics; bilingualism and bilingual education; L2 classroom research)

Ross E. Traub, Ph.D. (Princeton)
Professor
(educational measurement and evaluation)

Peter Trifonas, Ph.D. (British Columbia)
Assistant Professor
(critical literacy; curriculum theory; philosophy of education; social and cultural studies)

Miles S. Turnbull, Ph.D. (Toronto)
Assistant Professor
(French as a second language (core French and immersion); second language teaching and learning (FSL and international languages); teacher development; classroom-based research; initial teacher education; curriculum development; culture teaching)

Joel Weiss, Ph.D. (Chicago)
Associate Professor
(curriculum studies; research and professional practice; social policy analysis; relationships between school and non-school environments such as museums, work, homes)

Joyce A. Wilkinson, Ph.D. (Minnesota)
Associate Professor; cross-appointed to the Graduate Centre for the Study of Drama
(holistic personal, creative and cultural development through play, drama, the arts, holistic arts therapies, Canadian children's literature, imaginal thinking and creative interdisciplinarity)

Dale M. Willows, Ph.D. (Waterloo)
Professor; cross-appointed from Human Development and Applied Psychology

David Wilson, Ph.D. (Syracuse)
Professor; cross-appointed to Adult Educatio Community Development and Counselling Psychology; and Theory & Policy Studies in Education
(comparative, international, and development education; planning and evaluation of occupational training systems; human resourc and education system planning; education in Africa, Asia, and Latin America; Inuit and India education in Canada; formal and non-formal education; the role of international agencies in development)

Richard G. Wolfe, B.A. (Wisconsin)
Associate Professor
(data analysis and statistics; research and school applications of computers; achieveme surveys)

Earl Woodruff, Ph.D. (Toronto)
Associate Professor, cross-appointed from Human Development and Applied Psychology

PROFESSORS EMERITI:
Arnold Bowers, M.Ed. (Queen's)
Don Fraser, M.A. (Toronto)
Donald I. Galbraith, M.Ed. (Toronto)
David Garth, B.Com. (Queen's)
Natalie Kuzmich, M.A. (Toronto)
Leslie D. McLean, Ph.D. (Wisconsin)
H. Howard Russell, Ed.D. (Toronto)
Ronald Silvers, Ph.D. (Princeton)
Elgin Wolfe, M.Ed. (Toronto)

DISTANCE EDUCATION

The Department of Curriculum, Teaching and Learning offers some sections of existing courses via distance learning (audio conferencing and computer conferencing) or c campus in locations such as Kitchener, Londo Ottawa, Peel, Peterborough and York region. Additionally, off-campus and technology-mediated courses are offered through the Curriculum Studies specialization (pages 84 - 85).

For further details regarding off-campus and distance learning courses, contact:

Wayne Seller, Coordinator of Technology-Mediated and Off-Campus Programs
OISE/UT Northwestern Centre
Telephone: (807) 475-8110
Fax: (807) 475-8149
OR

heresa Oliveira
TL Academic Programs Officer
elephone: 416-923-6641 ext. 2747
ax: 416-926-4744
mail: toliveira@oise.utoronto.ca.

udies in French

e Department also offers on-campus and stance education courses in the French nguage in cooperation with the Department of ociology and Equity Studies in Education.

r further details, see the Études en Français terdisciplinary Focus (page 232) or contact athalie Bélanger, Coordinator, French nguage Studies or Theresa Oliveira (see ove).

CURRICULUM PROGRAM

The Curriculum Program is a forum for systematic reflection on the substance (subject matter, courses, programs), purposes, and practices used for bringing about learning in educational settings. Of concern are such fundamental issues as: what should be studied? why? by whom? in what ways? and in what settings? Reflection upon such issues involves an interplay among the major components of education: subject matter, learning, teaching, and the larger social, political, and economic contexts as well as the immediate instructional situation.

NOTE: Applicants wishing to participate in any of CTL's three Collaborative Programs should select the Curriculum Program and the desired Collaborative Program when completing their application form. See the Application for Admission Form A(1), section 17.

Six areas of specialization are supported within the Curriculum Program:

- Adaptive Instruction
- Computer Applications
- Curriculum Studies
- Holistic and Aesthetic Education
- Science, Mathematics and Technology Education
- Social Justice and Cultural Studies in Education

DEGREES IN THE CURRICULUM PROGRAM

MASTER OF EDUCATION

This degree is designed chiefly for the professional improvement of those who are already engaged in a career related to education. Applicants are accepted under the general regulations, which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Applicants with an appropriate three-year University of Toronto bachelor's degree or its equivalent may also be accepted.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. The M.Ed. program consists of eight half-courses, four of which are normally undertaken in the program/specialization, plus a

Major Research Paper (MRP), and may be taken on a full- or part-time basis. Additional study may be required either within the degree program or prior to admission, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within six years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 27 - 35.)

In the Statement of Intent, applicants should state the reasons they wish to study curriculum at the graduate level. The chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee reviews this Statement to determine the kind of curriculum problem or area of study in which an applicant is most interested.

MASTER OF ARTS

This degree is designed to provide academic study and research training related to fields of professional specialization in curriculum. Applicants are accepted under the general regulations. Admission normally requires a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant discipline or professional program completed with standing equivalent to a University of Toronto **mid-B or better** in the final year.

Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program. The M.A. program may be taken on a full- or part-time basis and consists of eight half-courses, four of which are normally undertaken in the program/specialization, and a thesis. Additional courses may be required of some applicants, depending on previous experience and academic qualifications. Students are required to successfully complete CTL1000H. All requirements for the degree must be completed within five years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 27 - 35.)

In the Statement of Intent, applicants should relate the reasons they wish to undertake a research-oriented program in curriculum. Th chief academic interests, professional concerns, and career plans within curriculum should be discussed. The committee review this Statement to determine the kind of curriculum problem or area of study in which applicant is most interested.

DOCTOR OF EDUCATION

This degree is intended for established practitioners in positions which involve responsibility for curriculum design and implementation. A University of Toronto M.E M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent t University of Toronto **B+ or better** is requir Further documentation may be required to establish equivalence.

Ordinarily, applicants will have a minimum of three years professional experience in educa prior to applying. Admission is contingent up satisfactory completion of a Qualifying Rese Paper (QRP) or a master's thesis. An applica admission will be confirmed, however, only wh the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission. The Ed.D. normally consists of eight half-courses, four of which must be undertaken in program/specialization. Additional courses m be required of some candidates. Students mu successfully complete a comprehensive examination. A thesis embodying the results an original investigation, and a final oral examination on the content and implications c the thesis are also required. The Ed.D. progra includes one year of full-time study but may b initiated on a full-time or part-time basis. All requirements for the degree must be complete within six years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requireme pages 27 – 35.)

In the Statement of Intent, applicants should state the reasons they wish to undertake a professional doctoral program in curriculum. interests or problems to be pursued during his her period of study should be specified. Prior research and development experiences shou be briefly described.

OCTOR OF PHILOSOPHY

e Ph.D. is intended primarily as preparation for ademic positions in universities, and demands strong commitment to curriculum research. A iiversity of Toronto master's degree in ucation or its equivalent from a recognized iversity, in the same area of specialization as oposed at the doctoral level, completed with an erage grade equivalent to a University of ronto **B+ or better** is required. Further cumentation may be required to establish uivalence. Applicants will ordinarily have a nimum of two years professional experience or to applying. Admission is contingent upon tisfactory completion of a Qualifying Research per (QRP) or a master's thesis. An applicant's mission will be confirmed, however, only when e QRP or master's thesis is judged to be of fficiently high quality to warrant admission.

e Ph.D. program normally consists of six half-urses, four of which are ordinarily undertaken the program specialization. Additional urses may be required of some candidates. udents must successfully complete a mprehensive examination. In addition, a esis embodying the results of an original estigation, and a final oral examination on the ntent and implications of the thesis are also quired. The Ph.D. program must be initiated on ull-time basis and requires two consecutive ars of full-time study. All requirements for the gree must be completed within six years from st enrolment. (See the Minimum Admission, ogram and Degree Requirements section for ier admission and program requirements, ges 27 - 35.)

the Statement of Intent, applicants should ite the reasons they wish to undertake training scholarly inquiry. The interests or problems to pursued during his or her period of study ould be specified. Prior research and velopment experiences should be described.

REAS OF SPECIALIZATION IN THE JRRICULUM PROGRAM

areas of specialization, described below, are pported within the Curriculum Program. plicants are requested to indicate a program de on the Application for Admission Form A(1), ction 17. This assists in the evaluation of plications for admission and in the assignment faculty advisors.

1. Adaptive Instruction

Coordinator: Anne Jordan

The Adaptive Instruction specialization considers characteristics of curriculum and instruction and their adaptation to meet the needs of diverse learners in modern classrooms. The focus of the program is on the teacher, and the skills, resources and supports required to meet a variety of student needs in the classroom, including the integration of students with disabilities.

Courses in the Adaptive Instruction specialization have numbers in the CTL1400 series (masters level) and CTL1880 series (doctoral level). Students should also consider courses offered in the Department of Human Development and Applied Psychology, offered under the Special Education and Adaptive Instruction option, to complement their CTL program in Adaptive Instruction.

Faculty research interests include effective instruction in inclusive classrooms, integration/inclusion, assessment and testing policies and practices for students with special needs, curriculum development for gifted learners, collaboration in school settings, and comparative and sociological issues in special education.
(N. Bélanger, E. Geva, A. Jordan, E. Smyth, P. Stanovich, K. Stanovich, D. Willows)

See also the overall description in the section Interdepartmental Graduate Specializations (page 227).

NOTE: The following HDP courses are designed for the specialization in Adaptive Instruction and are described in the course listing in the Department of Human Development and Applied Psychology (see pages 150 - 163). In addition the courses CTL1003, CTL1004 and CTL1020 are recommended.

Master's Level

HDP1217H	Foundations of Proactive Behavioural and Cognitive-Behavioural Intervention in Children
HDP1273H	Psychology of Disability and Empowerment
HDP1281H	Psychology and Education of Children and Adults with Developmental Disabilities
HDP1282H	Psychology and Education of Deaf Children

HDP1284H	Psychology and Education of Children and Adolescents with Behaviour Disorders
HDP1285H	Psychology and Education of Children with Learning Disabilities
HDP1286H	Psychology and Education of Adolescents and Adults with Learning Disabilities
HDP1290H	Psychology and Education of Children with Pervasive Developmental Disorders
HDP1299H	Language Assessment and Intervention
HDP2275H	Technology for Adaptive Instruction and Special Education
HDP2280H	Introduction to Special Education and Adaptive Instruction
HDP2283H	Psychology and Education of Gifted Children and Adolescents
HDP2287H	Classroom-Based Counselling Approaches
HDP2288H	Reflective Teaching and Analysis of Instruction
HDP2292H	Assessment for Instruction
HDP2293H	Interpretation of Educational Research
HDP2296H	Reading and Reading Difficulties

Doctoral Level

HDP5271Y	Assessment and Programming for Reading and Writing Difficulties
HDP5281H	Research and Theories of Reading Disability

2. Computer Applications

Coordinator: Robert S. McLean

This area of specialization includes an examination of the theories, practices, and technology of digital applications in teaching and learning. The focus is on integrating the technology in the curriculum and the development of constructivist learning environments at all levels of education. Our students work in schools, colleges, universities, health care institutions, government and workplace training. Courses within the specialization deal with learning theories, implementation issues, educational and psycho-social impacts, and technical understanding. Our students learn the appropriate criteria and design principles for the construction of quality learning environments in the context of the most recent technological advances. Currently, courses focus on the use of many digital technologies with particular strengths in Internet technologies, computer conferencing technologies, knowledge building research ar strategy, and the uses of computers in the curriculum.

Faculty research interests are broad and address a variety of current issues, including the integration of new technologies into constructivist learning environments; the use Internet resources for support of health care; computer mediated distance education; knowledge building in intentional learning environments; the effects of different knowle structures in computer conferencing

environments. Members of the faculty also participate in the Knowledge Media Design Institute.
(R. Cohen, L. Davie, B. Durell, J. Hewitt, D. McDougall, M. Scardamalia, R. Wolfe, E. Woodruff)

3. Curriculum Studies

Coordinator: Joel Weiss

Students registered in Curriculum Studies are able to focus on a wide variety of areas; cour reflect the diverse interests of faculty. These interests include curriculum policy studies, s as the relationship between schools and soci what the curriculum should contain, and the conditions for structuring curriculum. Some faculty, especially those with an orientation toward the field, focus on educational practic linking theory and practice to working and learning environments. Areas of study also include learning in everyday settings, such a the home, the work place, and community cultural organizations (e.g. museums) links w schools in the form of cooperative education programs and field trips are of particular inter Those concentrating on language, literacy an literature across the curriculum investigate th role of language as text and as process in relation to curriculum as a whole.
(A. Anderson, B. Bennett, L. Cameron, C. Co M. Connelly, k Cooper, J. Dillabough, N. Frenette, K. Gallagher, L. Hannay, S. Hidi, J. Miller, R. Morgan, S. Peterson, C. Rolheise J. Ross, W. Seller, R. Simon, E. Smyth, D. Thiessen, M.W. Wahlstrom, J. Weiss)

NOTE: The following courses may also be o interest to students in the Curriculum Studies specialization.

L1300H	Curriculum, Popular Culture, and Social Difference
L1302H	Media Studies and Education
L1304H	Cultural Studies and Education
L1305H	Television and Education: Theoretical Perspectives

Holistic and Aesthetic Education

ordinator: Jack Miller
listic and aesthetic education recognizes the
erconnectedness of body, mind, emotions,
d spirit. Learning is viewed as an experiential,
flective, organic process; making connections
seen as central to curriculum processes. An
sthetic perspective and the process of
ilding knowledge through inquiry are seen as
egral to all forms of education and life itself.
eative tools and webs of communication are
plored within this context. Courses in this
ecialization focus on arts education,
eativity, contemplation, imagery, literature,
athematics and technology, and experience-
sed approaches to language.
. Beattie, D. Booth, L. Cameron, R. Cohen,
Darroch-Lozowski, K. Gallagher, R. Silvers,
Stiegelbauer, J. Wilkinson)

Science, Mathematics and Technology Education

ordinator: Derek Hodson
is area of specialization includes a wide range
teaching and research interests. Courses
dress a spectrum of significant issues in
ntemporary research and international debate
ncerning the purpose and practice of science,
athematics and technology education at the
mentary, secondary and tertiary levels,
luding: constructivist pedagogy in science
d mathematics; perspectives in Science-
chnology-Society-Environment Education;
uity issues in science and mathematics
ucation; aspects of the history, philosophy
d sociology of science, mathematics and
hnology, and their significance for elementary
d secondary education; computer-based
rning in mathematics; the nature of
hnology and technology education; historical
rspectives on curriculum design and
velopment in science, mathematics and
hnology education; assessment and
aluation strategies. Additional support in the
m of quantitative and qualitative research
thods courses is available for those
ntemplating thesis research in this area of
ecialization.

Faculty research interests are broad and address most major areas of study, including: multicultural and antiracist education; gender equity issues; concept acquisition and development; history, philosophy and sociology of science and science education; computer-based and multimedia learning; informal science and technology education; public understanding of science and technology; hands-on work in science and mathematics; authentic assessment; science and mathematics teacher education; action research in science, mathematics and technology education.
(F. Ahia, L. Bencze, R. Cohen, B. Durell, W. Gitari, G. Hanna, J. Hewitt, B. Kelly, D. McDougall, E. Pedretti, M. Scardamalia, E. Woodruff)

NOTE: The following courses may also be of interest to students in the Science, Mathematics and Technology Education specialization.

CTL1116H	Holistic Approaches in the Elementary Mathematics Curriculum
CTL1215H	Instructional Technology: Instructional Programming
CTL1601H	Instructional Technology: Computer Based Instruction
CTL1610H	Technology in Mathematics Education Program
CTL1843H	Computer-Supported Intentional Learning Environments
CTL1844H	Instructional Technology: Seminar in Interactive Video/Graphics

6. Social Justice and Cultural Studies in Education

Coordinator: Roger Simon
Students concentrating their studies in this specialization will explore the nature of teaching and learning in response to the interdependent, polycultural, conflictual, and fast-changing character of the contemporary world. These concepts may be explored across the curriculum in elementary, secondary, college, and non-formal settings. Emphasis is given to social, cultural, and pedagogical theories as resources for the work of educational and social transformation.

Interests of students currently enrolled in this area include:

- relationships of school and non-school education to social economy, international migration, multiculturalism, indigenous education, spirituality, changing ways of life, family issues, electronic media, educational technologies, and popular culture;
- pedagogical responses that support the positive recognition of social differences such as race, class, gender, sexuality, culture, and ethnicity;
- education for peace and justice, democracy, social change, development, and environmental sustainability;
- current debates regarding the changing nature of socio-cultural literacy, history, social sciences, and arts, with particular reference to curricular practices in elementary and secondary schools;
- the relationship among the aesthetic, political, and socio-cultural forces affecting "the ethics of engagement" outside the school community, particularly in relation to literature, music, art, film, photography, television and theatre.

(K. Bickmore, D. Bogdan, J. Dillabough, M. Evans, L. Fitznor, D. Gérin-Lajoie, T. Goldstein, D. Hodson, R. Morgan, E. Pedretti, P. Trifonas)

NOTE: The following courses may also be of interest to students in the Social Justice and Cultural Studies in Education specialization.

CTL1006H	English at the Secondary School Level
CTL1101H	Arts and Education Practice and Theory

COURSES

The following is a list of courses offered within the Curriculum program. Not all of the courses listed are offered in any given year.

CTL1000H Fondements du développement des programmes scolaires

Le but de ce cours est d'appliquer la théorie et la recherche à l'étude des programmes d'enseignement. Le cours (1) fournit un langage propice à la conceptualisation ; (2) examine les principaux thèmes traités dans la littérature ; (3) fournit un cadre qui porte à réfléchir aux changements à apporter aux programmes d'enseignement ; et (4) aide les étudiant(e)s à développer un esprit critique et analytique approprié à la discussion des problèmes rencontrés dans les programmes d'enseignement.
N.J. Frenette

CTL1000H Foundations of Curriculu

This is a required course for master's student
The aim of this course is to apply theory and research to the study of curriculum. The cour
(a) provides a language for conceptualization
(b) reviews the major themes in the literature;
provides a framework for thinking about curriculum change; and (d) assists students i
developing critical and analytical skills appropriate to the discussion of curriculum problems.
S. Churchill, F.M. Connelly, N. Frenette, K. Gallagher, L.M. Hannay, W. Seller, P. Trifona
J. Weiss or staff

CTL1001H Values and Schooling

This course deals with selected value issues
the theory and practice of schooling. Topics include: the nature of values; goals for schooling; the ethics of streaming; traditional versus "open" education; treatment of childre
expectations of teachers; parental rights; compulsory schooling; indoctrination; racial, ethnic, and class bias; sexism; and approach
to moral, religious, and political education.
C.M. Beck

CTL1002H Curriculum Development Effective Teaching

This course defines and illustrates methods f
completing important curriculum development
tasks such as (a) identifying appropriate cour
and unit objectives; (b) developing useful gro
schemes; (c) developing effective teaching techniques; and (d) constructing practical assessment strategies. Particular attention w
be given to problem-solving skills.
J.A. Ross or staff

CTL1002H Planification de la programmation pour un enseignemen efficace

Ce cours presente des modeles qui permetter
mise en oeuvre des principales composantes
la programmation come: a) l'identification des
resultats generaux et specifiques d'un cours

in module; b) la planification de projets a long m; c) l'elaboration d'outils d'intervention par pport a differentes strategies. La resolution de oblemes constituera un element important des mposantes etudiees.
J. Berger

TL1003H Language Arts in Primary lucation

analysis of the components of language arts ograms in the early years. The course will cus on reading and writing development in eschool and primary education, and will include vide range of methods and materials of truction, child- and teacher-centred ilosophies, reading in the content areas, sessing growth in reading and writing.
M. Willows

TL1004H Reading and Language mprehension

survey of the cognitive, perceptual, and guistic processes fundamental to the velopment of reading. Recommended as a sis for all courses pertaining to the study of ading.
M. Willows

TL1005H Language, Literacy, and the hool Curriculum

e course will be concerned with an amination of theoretical and practical issues ating to the role of language in the school rriculum. Particular emphasis will be given to racy - its nature, development, and use. idents will be expected to carry out an pirical inquiry on some topics arising from the urse.
Booth

TL1006H English at the Secondary hool Level

is course emphasizes recent trends and velopments in the teaching of secondary hool English. In particular, movements such reader-response theory, language across the rriculum, genre theory, whole language, and tural studies approaches are examined. The cher's role in contemporary debates and ssroom research is explored.
J. Morgan

CTL1007H Curriculum Policy and State

This course examines the production and organization of official texts regulating policy as a generalized activity aimed at framing educational problems in a particular perspective which is coherent with a perception of societal expectations, as well as one which excludes other approaches as impractical if not unspeakable. As such, curriculum documents provide a resource for authorized practices and authorized means of producing curricular discourse. The course examines, in a historical perspective, the production and organization of curriculum documents and policy statements to be used as a basis for curriculum development, implementation and evaluation considerations relating to both instructional and policy development. Examples of specific topics to be discussed: the concept and function of educational indicators, mission statements, the formulation of aims and objectives in curriculum documents, the underlying images of the student. The topics are examined from the perspective of teachers, school administrators and the research literature.
N. J. Frenette

CTL1008H Children's Literature as a Foundation of Literate Behavior across the Curriculum

An examination of the nature and function of the study of literature and culture in elementary schools. This course is designed for experienced teachers who will develop programs, select texts, explore interpretations, and consider implications and applications for schools.
Staff

CTL1009H Reading and Writing in the School: Elementary

An examination of theoretical and practical issues related to the teaching of literacy, particularly writing, at the elementary school level, with special reference to the development of children's linguistic and cognitive abilities. The course will include a writing workshop and practical investigation of a classroom issue in literacy.
S. Peterson

CTL1010H Children's Literature within a Multicultural Context

This course explores ways to bring children, cultural diversity and literature together in an interactive manner. Stories - whether traditional folktales or contemporary multicultural works - not only help define a child's identity and understanding of self, but also allow others to look into, appreciate, and embrace another culture. Class discussions revolve around an annotated bibliography of articles and books concerned with multicultural children's literature prepared specifically for the course and designed primarily for teachers in mainstream as well as ESL (English as a Second Language) and heritage language classes. The practical aim is for teachers to learn how to take advantage of the cultural diversity and interests that children of varied backgrounds bring to the classroom and to explore themes in folklore in order to open up the world of literature to all their students. The focus is to develop strategies for engaging students in classrooms in meaningful dialogue about diversity using the medium of personal interaction with the multicultural text. Throughout the course, we focus on how to encourage students to share their own cultural stories and "border cross" from one world to another. Particular emphasis is placed on the relevance of multicultural children's literature to minority students' self-esteem and literacy formation and to the school's relationship to minority and majority communities in addition to its relevance in confronting issues of human rights and social justice.

G. Feuerverger

CTL1011H Anti-Discriminatory Education in School Settings

In this course we will identify spaces in which we find discrimination in education - for example, within interactions between teachers and students; administrators and students; students and students; students and the curriculum; teachers and the curriculum; administrators and teachers; teachers and parents; parents and administrators - and we will discuss how we can use these spaces or locate new ones to do anti-discriminatory educational work in school settings. Emphasis in the course will be placed on integrating theory and practice. We will attempt to link our discussions of practice to theory and our discussions of theory to practice.

T. Goldstein

CTL1012H Curriculum for Girls and Young Women: Historical and Contemporary Issues

This course will examine how appropriate curriculum for the education of girls and young women has been defined and delivered in Canadian schools.

E. Smyth

CTL1013H Instructional Innovation i the Elementary and Secondary Schoo

Instructional changes associated with secondary school reform will be examined. Examples will be negotiated and may include such innovations as curriculum integration, teaching for understanding, reciprocal teachin authentic assessment, cooperative learning, self-directed learning, and computer-mediated instruction. Theoretical foundations, research findings, implementation issues, and implications for other reform dimensions (restructuring, reculturing, and retiming) will be explored for each approach selected.

J. A. Ross

CTL1014H Evaluation of Curriculum and Instruction

This course serves as an introduction to the strategies and techniques utilized in the evaluation of curriculum programs. The focus be on the assumptions, strengths, and weaknesses associated with various strategie Students will work through evaluation problem associated with particular curriculum program and instructional techniques.

J.A. Ross, H.H. Russell or M.W. Wahlstrom

CTL1015H Curriculum and Student Evaluation

This course reviews principles and practice in testing and assessment with a focus upon curriculum and classroom-based student evaluation. An overview of current practices problematic issues such as performance, portfolio, and authentic assessment; profiles; reporting and communicating evaluation evidence; assessment programs; standards accountability.

M.W. Wahlstrom

CTL1016H Cooperative Learning Research and Practice

This course provides for practical experience as well as understanding of innovative practic in cooperative learning (CL). We explore rationales for and current developments

synergy, shared leadership). Topics include: Vhat is CL (principles, attributes); how to rganize CL (structures and strategies); how loes CL work (basic elements, types of groups); eacher and student roles; benefits (positive nterdependence, individual accountability, ocial skills, cohesion); evaluation (forms and riteria); obstacles and problems; starting and pplying CL in your classroom (teachers' ractical knowledge; collegiality; parental nvolvement); independent learning and ollaborative inquiry; Ministry and Board equirements; and resources and materials Group (response trios) projects and joint eminars.
C.T.P. Diamond or J.A. Ross

CTL1018H Introduction to Qualitative nquiry in Curriculum, Teaching and Learning
Experiential learning for students new to qualitative inquiry is provided through a broad ntroduction to qualitative approaches from eginning to end. A range of approaches relating o students' theoretical frameworks are xplored. Thesis students are encouraged to ilot their thesis research.
D. Thiessen

CTL1019H Authentic Assessment
n this course candidates will formulate a ersonal policy on student assessment, develop uthentic assessment tools appropriate to their eaching assignments, and assess the quality of uthentic assessment strategies. Particular ttention will be given to performance ssessments, portfolios, self-evaluation, ooperative assessment, student beliefs and ttitudes toward assessment, measurement of ffective outcomes and professional standards or evaluating student assessment practices.
. Ross

CTL1020H Teaching High Ability Students
his course will critically analyze a number of urriculum models and will explore instructional trategies currently used to program for high bility students in a variety of learning nvironments. Specific reference will be made to rogram differentiation within a regular lassroom setting. Previous courses in the ducation of high ability students is not required.
C. Smyth

CTL1021H Learning in Non-School Settings
Curriculum is more than what goes on in schools. Other institutions such as the home, museum, workplaces and the media provide settings for learning, both on their own and in conjunction with schools. This course takes up issues of learning in such settings, and the interrelatedness of these settings. Defining these learnings and field work in at least one setting will be major activities.
J. Weiss

CTL1024H Poststructuralism and Education
This course will examine the foundations of educational thought from the perspectives of Jacques Derrida, Jean-Francois Lyotard, Luce Irigaray, Helene Cixous, Michel Foucault, Roland Barthes, Gilles Deleuze, Julia Kristeva, Emmanuel Levinas, and Jean Baudrillard. Educational implications and applications of poststructural philosophy will be stressed in relation to the discursive and non-discursive limits of the scene of teaching.
P. Trifonas

CTL1025H Academic Writing
The purpose of this course is two-fold. First, it is aimed at helping participants improve their writing in general and their academic writing in particular. Second, the course focuses on how writing instructions could be improved. The topics covered in the course include current theories of writing, motivational issues, the relation between knowledge and writing, the effect of social factors and computers on writing and evaluation/assessment issues.
S. Hidi

CTL1100H Holistic Arts Therapies in the Creative Curriculum
This course examines holistic arts therapies in education: specifically, the theory, research, literature, and philosophy of methodology, and the place of the holistic arts therapies in the curriculum. These educational tools assist positive mental health, expression and release of emotions, personal interaction, personal and social development, and the integration of creative behavior and learning. Participants should have some background in the creative arts therapies and a clear idea of their purpose in choosing this course.
Prerequisite: Permission of instructor following a personal interview.
J.A. Wilkinson

CTL1102H Arts and Education: Planning and Implementation of Arts Programs

An examination of theory and curriculum practice in the fine and performing arts in education: music, drama, dance, art, and film. Programming is considered from the theoretical vantage points of human development, creativity, and aesthetics; particular attention is paid to the effectiveness of modern curriculum innovations in the arts. Students are expected to undertake curriculum development and implementation work in one or more of the arts in an educational setting.
D. Booth

CTL1103H Arts, Culture, and Education

A study of cultural development, both Canadian and international, with specific reference to arts policies for education of the general public. This course will take place in conjunction with a series of public lectures on this topic, together with separate seminars.
J.A. Wilkinson

CTL1104H Seminar: Current Issues in Play, Drama, and Arts Education

The examination of current topics or problems in play, drama, and arts education as related to curriculum studies. Issues will be identified from all age levels of education as well as from dramatic play, each of the arts disciplines, and aesthetic education as a whole. Students will address one specific topic through self-directed learning and present the results in an appropriate form. Topics vary from year to year depending upon interests of course members.
Prerequisite: Permission of instructor.
J.A. Wilkinson

CTL1105H Research and Inquiry in Arts Education

An exploration of the questions addressed in education in general and curriculum in particular (with an emphasis on the arts) through a variety of modes and methods of research and inquiry. Students will approach problems inductively and experientially. It is intended that the course will provide students with a practical grounding for theses, dissertations, and research projects.
Prerequisite: CTL1104.
J.A. Wilkinson

CTL1106H Spirituality in Education

This course examines the nature of spirituality After exploring various conceptions of spirituality the course then examines how it ca be part of the school curriculum in a non threatening manner. More specifically, the course explores the nature of the soul and how the soul can be nourished in the classroom through approaches such as imagery, dreams journal writing, and forms of contemplation. Th arts and earth education are also examined in this context. Finally the role of the teacher will be explored.
J. Miller

CTL1107H The Body's Ways of Knowing

This course will offer frameworks for understanding the tacit knowledge present wit the human body. The work of the course will progress from the body's materiality, through transformative and subtle energies, to its spiritual potentiality. Body's knowledge will be considered in the broad context of how we are interconnected with society and nature. The special emphasis of the course is how we can facilitate our educational and learning practice through an augmented awareness of our bodie
V. Darroch-Lozowski

CTL1108H The Phenomenological Curriculum

This course is based on participants discoveri their own processes of interpretation and take for-granted practices in teaching and learning Readings and class discussion about hermeneutics and phenomenology will provide the foundation for participants to individually, and collectively, design a curriculum. Participants may design their projects for the sciences, arts, humanities, technology, or professional fields.
V. Darroch-Lozowski

CTL1110H The Holistic Curriculum

This course will focus on curriculum that facilitates personal growth and social change Various programs and techniques that reflect holistic orientation will be analysed: for examp Waldorf education, social action programs, ar transpersonal techniques such as visualizati and the use of imagery in the classroom. The philosophical, psychological, and social cont of the holistic curriculum will also be examine
J. Miller

**TL1111H Creative Arts Special
bject**
is course examines the arts in education -
ma, dance, music, visual art, and media - and
vides a background for the role of the arts as
node of learning and as a subject discipline.
Booth

**TL1113H Art and Play in Children's
lture**
this course we will examine the way children
ganize and conduct play and the way they
ate paintings and drawings. Attention will be
ected to the social interpretations made by
ults in their attempts to comprehend the
tions of children when children are engaged in
y and art.
aff

**TL1114H Exploring Human
derstanding and Education through
sual Media**
is course brings together the theoretical
estions of how images acquire interpretive
aning and the practical concerns with how
ages may be used as a medium for research in
human sciences. Both theory and practice
focus on: the "image and word" essay as a
m for composing and transmitting knowledge;
relationship of communicators to what they
studying and to the viewers of their essays;
d viewers' opportunities for changes in cultural
d self-knowledge. The course is grounded in
sthetics and existential positions. However,
rerequisite for the course is basic camera
ndling, or experience with paint material, or
etching, or DV, etc.
Darroch-Lozowski

**TL1115H Teacher Education and the
nstruction of Professional
owledge: Holistic Perspectives**
e course will focus on teacher education and
construction of professional knowledge in
aching from holistic perspectives. Beginning
th an exploration of the various conceptual and
uctural alternatives to initial teacher
ucation, the course then examines holistic,
s-based and narrative orientations to learning
teach and to career-long teacher learning.
e connections between professional renewal,
rriculum and school renewal, and educational
search are explored.
Beattie

CTL1116H Holistic Approaches in the Elementary Mathematics Curriculum
This course is designed for elementary school teachers interested in experiencing math teaching as a creative and deeply satisfying endeavour. Through class discussions, reflection activities, creative group investigations, quest presentation, selected readings and a final (usually classroom-based) project, participants will be able to explore topics from among the following: holistic math learning environments; linking math with real life; creative problem-solving; open-ended problems; integrating math with other disciplines such as fine arts, social studies and language arts; journal writing, use of children's literature and oral communication activities; authentic assessment; linking assessment with instruction.
R. Cohen

CTL1200H Science in the School Curriculum: Elementary
An analysis of elementary science curriculum organization and rationale, including a review of various contemporary approaches.
Staff

CTL1201H Science in the School Curriculum: Secondary
A systematic analysis of matters central to curriculum development for science in secondary schools. Topics include views of the nature of science and its purpose in schools, with corresponding implications for teaching strategy, objectives, and evaluation.
L. Bencze

CTL1202H Mathematics in the School Curriculum: Elementary
This course examines what mathematics should be taught, how to define and increase students' understanding of mathematics, classroom discourse and student engagement in elementary mathematics.
D. McDougall

CTL1203H Mathematics in the School Curriculum: Secondary
A study of mathematics educational materials and common instructional practices at the intermediate and senior levels in the light of recent theories of learning and motivation and recent developments in problem-solving.
B. Kelly

CTL1204H Making Mathematics Learning Meaningful for Secondary School Students

Various ways of making math meaningful and accessible for secondary school students will be examined in the light of recent developments in the field and the new Ontario mathematics curriculum guidelines. Topics will include: connections of math with real life; applied math; problem solving, inquiry, model building and the role of graphic calculators; cooperative learning; oral and written communication about math; dealing with students' difficulties and math anxiety, alternative assessment approaches.
R. Cohen

CTL1205H The Education of Science Teachers

An examination of problems and issues specific to pre-service and in-service education of science teachers for both elementary and secondary schools. Intended primarily for those who now have, or who expect to have, responsibility in this area, either in the schools or in teacher-education institutions.
Prerequisites: Permission of instructor, and either CTL1200 or CTL1201 or equivalent.
Staff

CTL1206H Teaching and Learning Science

This course involves a study of theories of learning in the context of science education, a survey of research relating to children's understanding of concepts in science, and an exploration of strategies for more effective science teaching.
D. Hodson

CTL1207H Teaching and Learning about Science: Issues and Strategies in Science, Technology, Society and Environment (STSE) Education

A detailed study of issues in the history, philosophy, and sociology of science that have significance for science education, an examination of the philosophy underpinning the STS movement, and a consideration of some of the theoretical and practical problems surrounding the implementation of science curricula intended to focus on environmental, socioeconomic, cultural, and moral-ethical issues.
E. Pedretti

CTL1208H Curriculum Issues in Science and Technology: An Historic Perspective

This course aims to illuminate contemporary international debate in science and technolog education and to provide some insight into the nature of curriculum change through a critical analysis of episodes in science curriculum history.
D. Hodson

CTL1209H Current Issues in Scienc and Technology Education

The course focuses on the design of effectiv strategies for exploring students' personal frameworks of meaning in science and addresses issues of contemporary internatio debate about science and technology educat including the "Science for All" movement, the "new" psychology of learning, the language o science and technology education, problems gender equity and multicultural science education, the role of laboratory work, computers in science education, environmen and health education.
D. Hodson

CTL1210H Assessment and Evaluat in Science and Technology Educatio

This course focuses on the concerns and processes of science and technology curricu evaluation and the issues surrounding the construction of effective methods for assess student learning in science and technology.
D. Hodson

CTL1211H Action Research in Scie and Technology Education

This is an active research-based course in w participants will sharpen and develop their understanding of issues and professional practice in science and technology educatio Working within a mutually supportive group o practitioners, they will subject their current practice to critical scrutiny and appraisal; pla and attempt to implement alternative curricul materials and practices; and evaluate them i action. The course requires participants to h access to classrooms.
D. Hodson, E. Pedretti, L. Bencze and W. Gi

L1212H Curriculum Making in ience: Some Considerations in the story, Philosophy and Sociology of ience

is course will address some key issues in the ilosophy and the sociology of science and ir implications for science education at the mentary and secondary levels. Attention will o be directed towards (i) a critical appraisal the role of the history of science in science ucation , and (ii) a consideration of eudosciences and their role, and the distortion d misuse of science for sociopolitical goals. urse members will have the opportunity to lore ways in which lab work, computer-diated learning, language activities and torical case studies can be used to present a re authentic view of science, scientific velopment and scientific practice.
Hodson

L1213H Action Research in athematics Education

rough active, classroom-based research (by ividuals or small teams) along with exposure relevant topics, ideas and techniques, class mbers will deepen their understanding of ues and professional practice related to thematics teaching and learning. Working hin a mutually supportive group, they will tically examine their current practice, adopt or sign alternative approaches, classroom actices and curriculum materials, implement d evaluate them in action. Participants are uired to have access to classrooms. Based participants' interests and backgrounds, one more topics might be chosen as a focus area the research activities of the particular class.
Cohen

L1214H Equity Issues in Science ucation

is course deals with issues of gender bias, rocentrism and other forms of bias and tortion in science and science-technology ucation. It seeks a generalized approach to uity issues and examines ways in which rder crossings into the subcultures of science d science education can be eased for all those o currently experience difficulties.
Hodson

CTL1215H Teaching and Learning about Science and Technology: Beyond Schools

This course will focus on theoretical and practical perspectives and current research on teaching and learning science and technology in school and non-school settings. Consideration will be given to classroom environments, as well as science centres, zoos, aquaria, museums, out-door centres, botanical gardens, science fairs, science hobby clubs, and media experiences. In particular, the course will focus on the nature of teaching and learning in these diverse settings, representations of science and technology, scientific and technological literacy, and socio-cultural interpretations of science and technology.
E. Pedretti

CTL1300H Curriculum, Popular Culture, and Social Difference

Popular culture and social difference are examined as the grounds from which students often make sense of educational practices. Questions address how social difference may lead to marginalization and silence and how pedagogy may be developed that is responsive to a variety of student interests and emotional investments.
R. Simon

CTL1301H Language, Power, and Possibility: Application to Curriculum

An exploration of the relationship between language and the enhancement of human possibility considered through the study of economic, social, and cultural bases of language-in-use. Particular emphasis is given to school language practices and texts, but material studied is also appropriate to those with an interest in informal education.
R. Simon

CTL1302H Media Studies and Education

This course is an introduction to the study of contemporary media and their relation to educational practice. The approach will be a critical one, analysing the overall cultural formation promoted by contemporary media as well as exploring their implications for schooling - in particular, how they impinge upon the social relations of the classroom. Part of the course will therefore include a look at both specific media

practices (newspaper press, advertising, television, rock videos) and practical curricular strategies that respond to them. The emphasis is on understanding the media as powerfully educative forms in their own right, as well as having complex relationships with official school knowledges.
R.J. Morgan

CTL1304H Cultural Studies and Education

The study and concept of "culture" has emerged from a number of different disciplines over the past century. "Cultural studies" is a recent synthesis and critical re-evaluation of some of these approaches, one with important implications for educators in the area of the humanities. Through a discussion of key texts and issues generated within this tradition, the course examines structuralist, ethnographic, feminist, and postmodern versions of cultural studies in order to understand how these approaches reformulate an educational practice concerned with contemporary culture.
R.J. Morgan

CTL1305H Television and Education: Theoretical Perspectives

Television has become a pervasive part of the cultural and symbolic life of young people, creating new constituencies and forms of identity that educators need to consider. This course acknowledges the centrality of television to contemporary educational experience, by examining competing theories of television's role in society, engaging in debates about its "effect," exploring theories of audience and questions of access. The attempt is to formulate an overall understanding of how this medium has altered educational terrain, including the concept of education itself.
R.J. Morgan

CTL1306H La recherche qualitative en éducation: bases théoriques et pratiques

Le cours a pour but d'initier les étudiantes et les étudiants à l'analyse qualitative dans le domaine de la recherche en éducation. Le premier objectif du cours est de se pencher sur la nature même de la recherche qualitative et sa relation avec la théorie. Différentes façons de concevoir la recherche qualitative seront donc examinées. Dans un deuxième temps, les étudiantes et les étudiants se familiariseront avec cinq techniques de cueillette de données: l'observation, l'entrevue, l'analyse de conten
le récit de vie et la recherche-action.
D. Gérin-Lajoie

CTL1306H Qualitative Research Methods in Education: Concepts and Methods

The course is designed to introduce students
qualitative methods of research in education. The intention is to examine the nature of qualitative research and its relationship to theory. Students will look at different ways of approaching qualitative research, and special attention will be paid to the concept of critical ethnography. Students will also study five specific research techniques: observation, interview, content analysis, life history, and action research.
D. Gérin-Lajoie

CTL1307H Identité collective et éducation minoritaire de langue française

Le cours a pour objectif de se pencher sur le r
de l'école de langue française comme véhicul
de transmission de l'identité collective du grou
minoritaire. Pour ce faire, nous nous pencher
d'abord sur l'analyse de certains concept-clés
tels que l'identité collective, la culture, l'assimilation et la francisation dans le contex
d'un milieu minoritaire. Par la suite, nous examinerons les programmes-cadres du ministère de l'Éducation de l'Ontario afin de mieux saisir la place accordée à la notion d'identité collective dans les programmes d'enseignement et la façon dont cette dimens
se traduit dans la salle de classe.
D. Gérin-Lajoie

CTL1308H Education and Cosmolog

A formulation of educational questions dealin
with the contemporary ecological crisis. A systematic study of human cosmology will enable the consideration of educational questions in terms of the role of human being
relation to the natural world, and will foster th
educational vision and creativity necessary f
ecological survival and renewal.
E.V. Sullivan

CTL1309H Les stéréotypes sexuels dans les programmes scolaires

Le cours veut permettre aux étudiantes et aux étudiants de comprendre comment l'école, par ses programmes, son matériel scolaire et son personnel enseignant, contribue à reproduire les apports d'inégalités qui s'établissent entre les hommes et les femmes dans la société. L'analyse s'intéressera au rôle de l'école en tant qu'agent de socialisation ainsi qu'aux efforts gouvernementaux en matière d'égalité entre les sexes. Par la suite, une analyse de contenu du matériel scolaire utilisé dans les écoles de angue française de l'Ontario viendra se greffer au cours.

D. Gérin-Lajoie

CTL1310H Feminist Theory, Identity Politics and Contemporary Educational Thought

This course will introduce students to the significance of feminist social and political hought for the study of education and democracy. As one part of this process, students will examine the contribution of feminist critiques of liberal democracy to our understanding of the political role of education in society. This examination will involve scrutinizing the historical and contemporary eminist works of, for example Simone de Beauvoir, Seyla Benhabib, Nancy Fraser, Iris Marion Young, Allison Weir, Gloria Anzuldva, Carol Pateman, Wendy Brown, Chandra Mohanty and Julia Kristeva. A secondary aim is to explore the relationship between feminist hought, identity-formation and identity-politics n the state. This focus will provide students with he opportunity to examine diverse feminist heories (in particular, those feminist frameworks which reside outside what is considered to be eminist educational theory) of identity-formation and their manifestation in educational structures and practices. A final aim is to examine the social processes (e.g., race and class ormations) which are involved in the development of what could be called a "feminist political identity" or feminist forms of "political subjectivity" in the contemporary social context. Students will consider the implications of these processes for the study of feminism in both education and society.

J. Dillabough

CTL1311H Gender, Education and Nationhood: An International Feminist Dialogue

This course will examine the gendered nature of education in the context of globalization and changes in education worldwide. This will necessarily involve a study of (a) women's position in education across diverse national contexts during periods of substantial political reform (e.g., New Right reform, European Union, anti-apartheid movements in South Africa; (b) the link between global transformations (e.g., new forms of citizenship), questions about nationality and new forms of gendered marginalization in changing educational contexts (e.g., 'race', religious affiliation, class, sexuality and nationality); and (c) the relationship between feminist theory, democracy and education.

J. Dillabough

CTL1312H Democratic Citizenship Education

Preparation for democratic citizenship--linking the individual to social decision-making–is a central goal of public education. But, what is this citizenship, and who are truly seen/heard to be citizens? Meanings of citizenship, and their implications for education, are neither self-evident nor static. Diverse individuals, cultures, and nations understand democracy in different ways, and political space is gendered, so reasonable people disagree about how one might "teach" for democratic citizenship. For example, what parts are played by conflict, criticism, gender and sexual identities, human rights, and moral or political controversy in such curriculum? This seminar will consider contrasting frameworks for understanding, doing, and evaluating citizenship education from an international perspective, and examine the relationships between school experience and other cultural, political, and social-structural influences. Particular attention will be given to formal curriculum, especially in the social studies. Participants will learn to analyze and to design educational experiences in light of research literature and their own citizenship goals.

K. Bickmore

CTL1313H Gender Equity in the Classroom

This course is designed for practising educators to develop and enhance their knowledge of how gender is produced in our educational system. It examines the different stages of the educational system: elementary, secondary, community college and university. The classroom is the focus because it is the central work setting of educational institutions. What happens in the classroom is not simply the result of what a teacher does but involves interactions between and among students and between teachers and students. The classroom has its own dynamic and is also interconnected to outside relationships with parents, friends, educational officials etc.

The course has as its main objectives to examine the dynamics of inequality in the classroom and to discuss and develop strategies for change. While the primary focus is on gender inequality, course readings also draw on resources that make visible the intersections of gender with other inequalities based on race, class and sexual orientation.
P. Bourne

CTL1314H Environmental and Humane Education: Theory and Practice

This course will critically examine schools of thought within the environmentalist and animal liberationist movements, their assumptions, claims, overlaps and tensions. It will explore means of implementing environmental and liberationist ethics in elementary and secondary classrooms and schools, outdoor education and community education programs.
D. Selby

CTL1315H Arts and Education: Practice and Theory

This course examines the creative arts in the curriculum from an experiential base, and leads to individual explorations of principles of problem areas.
D. Bogdan

CTL1316H Global Education: Theory and Practice I

The course will consider definitions, models and schools of thought within global education and proximate fields (specifically human rights and peace education, and education for social justice) and their implications for curriculum, teaching and learning processes and schools as a whole. The arguments of critics of global education will also be reviewed.
D. Selby

CTL1317H Global Education: Theory and Practice II

This course can be taken as an onward continuation of CTL1316H Global Education: Theory and Practice I, but also stands as a discrete course. The course will consider international perspectives on global education as well as definitions, models and schools of thought within proximate fields (specifically development, environmental, humane, media literacy, and citizenship education) and their implications for curriculum, teaching and learn processes and schools as a whole. The natur of global education across the elementary and secondary curriculum will be explored. Finally the characteristics of the global teacher and global school will be considered within the context of new thinking on school reform
D. Selby

CTL1400H Classroom Adaptations ar Instructional Strategies

Students will become knowledgeable about components of adaptive instruction, principles involved in evaluating instructional materials, and understanding remedial/developmental approaches.
A. Jordan, P. Stanovich

CTL1401H The Resource Consultant Skills in Classroom Consultation (Pass/Fail)

This course will cover concepts in collaborativ and other forms of consultation in the cycle of assessment and programming. The role of the consultant will emphasize indirect service to pupils by supporting regular classroom teache Candidates should have work experience in educational consultation and be familiar with concepts in curriculum-based assessment, program planning, and integration.
A. Jordan, P. Stanovich

CTL1402H Adaptive Instruction in Inclusive Classrooms

In today's heterogeneous classrooms, teache diversify their techniques of teaching, the content of lessons and their systems for evaluating student progress. The greater pup diversity, the more teachers must adapt instruction. In this course, we will examine adaptive instruction at a macro(teaching methods) and micro-level (student-teacher interaction). Questions to be examined: Wha

re the teacher's responsibilities for adapting istruction? What is an adapted or modified rogram? Is differential instruction of students iscriminatory or essential? How might modified utcomes be evaluated and reported.
. Jordan, P. Stanovich

TL1403H Special Education and ocial Representation of Difference

he purpose of this course is to examine how ducation and special education might be bound p with traditional view or social representation ieaning that special educational needs or ifficulties are essentially within pupils, within idividuals. We will see how this view might arise om a lack of consideration or a iisunderstanding of the educational/social ontext in which pupils and teachers interact. /e will discuss the arbitrary features of labels nd analyze the notion of disability and ifference as a "transactional activity" that takes lace between individuals, the labeled and the ibeler. This course will draw upon sociological nd historical examples to understand social epresentations of difference.
'. Belanger

TL1600H Implementing Dynamic Web iteraction for Education

he Internet World Wide Web (WWW) is a iedium for education which goes beyond etrieving static documents. This course xplores how to create dynamic interactions for ducational purposes, including Web "forms", erver "CGI" processes, access of databases, eal-time data and images, simulations, search ngines, collaborative documents, and client- de (browser) processes. Students will study nd create interactive educational Web projects sing programming languages including Perl in a nix environment, JavaScript and Java, while xploring educational design issues. rerequisite: CTL1605 or permission of the structor. Experience with Perl, Unix, HTML, nd Web server management are useful ackground for the technical content and xpectations of the course.
.S. McLean

CTL1601H Instructional Technology: Computer-Based Instruction

Current practice and research in the use of computers to guide instruction are examined. Includes all aspects of computer-aided learning: computer-assisted testing, computer-managed instruction, and computer-assisted instruction. Specific topics change each year.
E. Woodruff

CTL1602H Introduction to Computer Applications in Education

An overview of the uses of computers in education and consideration of critical issues of those uses; recommended as the first course taken in this field. Topics representative of computer applications will be selected from the following: computers in the schools, educational software classification and evaluation, interactive instructional technologies, multimedia, curriculum applications, computer networks, Internet resources, computer-mediated communication, virtual reality, and artificial intelligence applications. It is strongly recommended that this course be taken early in the student's program. CTL1602 is required for all Masters students in the Computer Applications specialization unless explicitly waived.
L.E. Davie, J. Hewitt, and R.S. McLean

CTL1603H Instructional Technology: Instructional Programming

Procedures for the selection and development of computer-based individualized instructional materials by applying principles derived from instructional systems development and computer-assisted learning/training.
Staff

CTL1604H Instructional Technology: Video/Multimedia Design

A course on production of educational multimedia and its applications to education and training. Experience is provided in applying principles of instructional systems design and production to the creation and integration of images, video, sound and text in an educational project in the multimedia laboratory.
R.S. McLean

CTL1605H Internet Resources and Education

The internet is the worldwide connection of millions of computers in universities, colleges, schools, government, and commercial enterprises. This course provides experience accessing the internet and focuses on finding Internet World Wide Web (WWW) resources for use in education. Students will collect resources from the Internet and present them in an Internet Web site for access by others on the Internet.
R.S. McLean

CTL1606H Computers in the Curriculum

This course deals with the use of computers in schools as tools for students in curricula other than computer studies. The role that technology can play in school restructuring is examined. Also included is a discussion of issues related to teacher training and classroom implementation, and the ways in which technology applications can influence the curriculum content and process. The major emphasis is on determining the specific educational needs (of students, teachers, etc.) that computers can meet.
Prerequisite: CTL1602H or permission of instructor.
D. McDougall

CTL1607H Computer Studies and the Teaching of Programming

A discussion of issues related to computer studies and the role of computer programming instruction at the elementary, secondary, and postsecondary levels. Relationships to mathematics, science, and other curriculum areas will be explored. Research literature in the following areas will be examined: implementation of computer studies curricula; use of hypermedia-based authoring tools; multimedia and applications packages in computer studies; instructional techniques and their effectiveness; project-based learning and teamwork; the teacher's role; students' learning processes; programming instruction to children and the related cognitive prerequisites and effects; user-supportive programming environments for beginners.
Staff

CTL1608H Instructional Technology: Instructional Design

Procedures involved in the systematic design instruction and training will be covered. Discussion will focus on computer-based traini and interactive multimedia, but other forms of instruction and training will be illustrated. Students will complete an instructional design their choice as a project.
J. Hewitt

CTL1609H Educational Applications Computer-Mediated Communication

A survey of the use of computers for human communication for educational purposes. Applications and issues of teaching and learni in the online environment, related to all levels education, are examined. The course is conducted via OISE/UT's computer conferencing system.
Staff

CTL1610H Technology in Mathematic Education: Secondary

A critical examination of the role of technology the teaching of secondary school mathematic and its influence on curriculum content and on creating meaningful mathematics for diverse groups of students. Emphasis will be placed upon ways in which technology can be used t support learners in communicating about mathematics, in constructing and manipulatin mathematical objects, and in carrying out mathematical reasoning.
R. Cohen

CTL1611H Computer-Mediated Distance Education

The use of computer mediated communication for the delivery of distance education courses schools, colleges, universities and organizations in the private and public sector Topics will include: adult learning theory, cooperative learning theory, the educational u of Internet resources, and the technological tools available for supporting distance educat delivery.
Prerequisite: CTL1602 or permission of instructor.
L. Davie

TL1612H The Virtual Library (Non-redit)

he Virtual Library is a seven module course ddressing students' information retrieval needs a rapidly-changing technological environment. he course covers hardware and software equirements; access to online catalogues, nline databases; electronic journals and heses; educational resources on the World Vide Web; bibliographic software packages and e new requirements for citing electronic ublications.
taff

TL1797H Practicum in Curriculum: laster's Level

upervised experience in an area of fieldwork, nder the direction of faculty and field personnel. nquire at the department office at least two onths before the beginning of term.
taff

TL1798H Individual Reading and esearch in Curriculum: Master's Level

pecialized, individual study, under the direction f a member of the teaching staff, focusing upon pics of particular interest to the student. lthough credit is not given for a thesis vestigation proper, the study may be closely elated to a thesis topic. A student wishing to nrol in CTL1798 is required to complete, in pewritten form, an Individual Reading and esearch Course form, including an appropriate bliography, describing the rationale and plan of udy for the course. This course proposal must e signed by the student's faculty advisor and e instructor with whom the course will be taken, nd then submitted for approval to the epartment's academic programs standing ommittee.
taff

TL1799H Special Topics in urriculum: Master's Level

course designed to permit the study of a ecific area of curriculum or instruction not ready covered in the courses listed for the rrent year. (This course does not fulfil the rpose of CTL1798, which in the Department of urriculum, Teaching and Learning is normally nducted on a tutorial basis.)
taff

CTL1800H Research Colloquium in Curriculum and Instruction

This course is designed to acquaint students with the elements of teacher development and curriculum research. Reports and discussions by students and staff will provide experience in the selection and evaluation of research problems and procedures in teacher development and curriculum and instruction.
Staff

CTL1801H Action Research and Professional Practice

An examination of the different forms of research that makes central the practitioner's agenda about his/her practices. Alternatives include action science, action research, participatory research. Emphasis will be placed upon history, ideology, and methods associated with each alternative. Conceptual analysis will be integrated with collaborative research in a field setting.
J. Weiss

CTL1802H The Conceptualization of Curriculum Problems

An examination of the process of formulating curriculum problems for study. This includes taking up substantive problem definition and appropriate methodologies for conducting an inquiry. Attention will be paid to assumptions underlying problem and method, and the articulation of the relationship between conceptualization and practice. Students are expected to make seminar presentations of developing thesis ideas. Recommended for Ed.D. students in their resident year and for Ph.D. students usually in the second year of residence.
J. Weiss

CTL1803H Research Seminar in Reading

This course is designed to survey current models of reading and reading acquisition. The focus is on basic research on reading, particularly that deriving from perspectives in cognitive and developmental psychology. The course will cover basic methods and theoretical principles of cognitive psychology most relevant to models of the reading process. Students will conduct an in-depth analysis of a specific research problem related to reading theory.
K.E. Stanovich

CTL1804H The Linguistic Analysis of Interaction in Educational Settings

In order to study how educational purposes are realized in practice it is helpful to be able to describe the ways in which meanings are jointly constructed and negotiated in interaction, so that patterns of behavior can be evaluated against both purposes and outcomes. The course aims to provide both an introduction to theoretical work in the field and an opportunity to apply some of these ideas to the analysis of interactional data.

Prerequisite: Permission of instructor.

Staff

CTL1805H Advanced Seminar in Language and Learning: Theory and Practice

An exploration of the relationships between theory, research findings, and course members' teaching experiences. Course members contribute their teaching experience as a context in which the group discusses ideas drawn as far as possible from original sources read and reported on. The topic, language and learning, cuts across various areas commonly taught in the school curriculum and embraces original work in a number of disciplines (e.g., philosophy, linguistics, psychology, sociology, literary criticism).

Prerequisite: Permission of instructor.

Staff

CTL1806H Seminar on Sociocultural Theory and its Applications to Educational Research and Practice

Starting with Vygotsky's theorizing of learning and the appropriation of cultural practices and knowledge through engagement in purposeful social activity, this seminar will examine contemporary developments in sociocultural theory as they bear on educational research and practice, with particular critical attention being given to the examination of such key concepts as "apprenticeship," "scaffolding," and "the zone of proximal development." The aim will be to develop a theoretical framework within which to explore the relationships between classroom practices of teaching-and-learning, student and program evaluation, and teachers' professional development. The theory will also be drawn on to examine such current emphases in educational practice as "active learning," "whole language," and "cooperative learning."

Staff

CTL1807H The Curriculum of Non-School Settings

Non-school learning settings are increasingly seen as important connections to the formal school site, and as valuable in and of themselves. There has been little attention paid to how these sites are curricular settings. Emphasis will be on conceptualizing curricular approaches and applications in concrete situations.

J. Weiss

CTL1808H Curriculum Innovation in Teacher Education

This course addresses the content, structure and strategies of recent innovations in preservice teacher education programs. Specific innovations in instruction, field-based activities and school-university relationships a critically examined in relation to changing and sometimes competing conceptions of teaching learning to teach, and teacher education programs.

D. Thiessen

CTL1820H Research in Special Collections of Children's Literature

Applied research in children's literature in speci collections is the course focus. All content and work is characterized by and limited to "access in special collections only." Students with extensive knowledge in the field of children's literature with both breadth and depth in that knowledge will pursue topics of individual interest.

J.A. Wilkinson

CTL1821H Imagination, Language and Learning

In order to rethink and redefine the concept of imagination, this course examines theories of the imagination and the history of the imagination. The effort is to find the meeting place between imagination and language in ord to understand how learning evolves in all areas of our lives. The context for the course is the contemporary crisis of the subjugation of the imagination for instrumental purposes. Readin will be drawn from education and the humanitie The aim of the course is to discover small, mutative beginnings within learning situations f re-awakening the imagination.

V. Darroch-Lozowski

TL1822H Postmodern Presentations f Culture

his course examines postmodern presentations f culture in current social life, primarily through n examination of a series of feature-length ms. The mode of inquiry in the course focuses pon the viewer's response to the structure of a m. The study of the postmodern will be onducted through poststructural thinking in the uman sciences and through phenomenology nd hermeneutics. Seminar meetings will be evoted to discovering postmodern interpretive rocesses within culture and consciousness. eatures of the postmodern to be examined clude: the loss of the unified self, the gnificance of history and memory, decentred ocial life, and the awareness of the presence of hilism within social life and human existence.

. Darroch-Lozowski

TL1823H Arts and Education: Play, rama, and Thought

study of imagination, play, and dramatic action relation to human thought and to arts and ducation. A review of basic theories is included, ith special attention to philosophical and sychological premises. Students undertake electe studies in depth in the research, story, and curriculum applications of play and ama as both a subject and a method.

A. Wilkinson

TL1824H Research Seminar in olistic Arts Therapies Education

ritical analysis of research in holistic arts erapies education intended (a) to broaden owledge of research in the discipline, and (b) increase awareness of the various ethodologies used in this area. The course is esigned for those pursuing thesis or formal search in this area. Assessment includes view of the literature on a specific issue and anning a study on a relevant topic. Prior or oncurrent study in research methodology is commended.

erequisite: CTL1100

A. Wilkinson

TL1825H The Teacher as a ontemplative Practitioner

his course examines the role contemplation can ay in teaching. Specifically, the concept of ntemplation is explored in relation to flection, personal narrative, and personal ythology. Students will also examine the ought and biographies of various contemplatives (e.g., Emerson, Huxley, Merton, and Steiner). The course provides opportunities to explore various modes of contemplation. Finally, contemplation will be linked with teaching and how it can allow teaching to become a more fully conscious act.

J. Miller

CTL1826H Colloquium in Arts and Education

This colloquium, which is intended for thesis students, provides opportunities for intensive individual and group study of specific problems, which will be selected each year in consultation with the participants.

Prerequisite: Permission of the instructor.

J.A. Wilkinson

CTL1827H Concepts in Holistic and Aesthetic Education

This course provides a conceptual foundation for holistic teaching and learning and for the arts (visual arts, drama, poetics and literature). It examines knowledge systems based on an integrated perspective of mind, body, and soul. It will include western, eastern, and indigenous ideas. The course is intended to offer procedures for organizing ideas and constructing analyses for educational research and development projects.

Staff

CTL1840H Gender Issues in Mathematics, Science, and Technology

The course will consider topics relevant to the teaching of mathematics, science, and technology with a view to increasing the participation of women in these areas. We will review critically research on gender issues, on approaches to teaching mathematics and sciences, and on psychological and social factors related to the participation of women in mathematics and science.

Staff

CTL1841H Research Seminar in Science Education

A critical examination of current theoretical perspectives and research methods in science and technology education. The course is designed for those contemplating a thesis in this area. Participants will have the opportunity to present seminars.

D. Hodson, E. Pedretti and L. Bencze

CTL1860H Pedagogical Futures for English Studies: Rethinking English at the Secondary School Level

Dominant language and literature teaching methods tend to emphasize personal response and naturalistic approaches to language and literature. This course explores literature and language pedagogies as historically constituted artifacts or "discourses." Situating English studies in relation to other social discourses, the course examines this area of cultural study in terms of its gender, race, class, and ethnic dynamics as these pertain to texts, teachers, and learners. In particular, theories of discourse and genre, feminist aesthetics, and recent theories of language and subjectivity are considered as alternative positions from which to make sense of textuality, literacy, and the language of the classroom.
R.J. Morgan

CTL1861H Critical Ethnography

An ethnography - of a community, classroom, event, program - seeks to describe the set of understandings and specific knowledge shared among participants that guide their behaviour in that specific context. The value of ethnography as a research method lies in its holistic view of the particular culture, cultural situation or cultural event under study. Critical ethnography is fundamentally concerned with questions of education and inequality. It seeks not only to describe conditions of inequality, but also aims towards creating change in the conditions it describes. In this course we will inquire into the concerns of critical ethnography and learn about conducting and writing critical ethnography by reading and discussing studies that explore the relationship between education and ethnicity, gender, class, race and minority languages.
T. Goldstein

CTL1862H Pedagogies of Space and Place

This course takes the etymology of "curriculum" as "a course to be run" as an invitation to explore a host of spatial-educational issues roughly grouped under three headings: spatial practices (urban, architectural, digital), spatial representations (e.g. in the media) and alternative spatial imaginaries. These three dimensions are regarded as essential, neglected aspects of pedagogical processes. Central here are questions of how spatial dynamics intersect with theories of race, class, gender, and other forms of difference to create socio-spatial zones of becoming such as here and away, public and private space, pure and illicit, antiquated and futuristic, urban and the rural, landscape and leisure, local and global. These spatial division are regarded as basic meaning-making practices. Course readings are intended to develop theoretical perspectives on the role played by spatial practices in social becoming. The overall approach is interdisciplinary, drawin on work in Cultural and Media Studies, Cultural Geography, Curriculum Studies and Philosophies of Space. Course evaluation is based on a variety of projects and/or essays negotiated with the instructor.
R. Morgan

CTL1880H Analysis of Instruction

In this course, current research about how teachers accommodate diversity will be examined from both quantitative and qualitative paradigms and theoretical perspectives. The focus will be on the elementary and secondary classroom, and on the inclusion of students wit special needs, but this focus does not preclude other settings or interests. Students will be encouraged to examine their own epistemological and pedagogical beliefs, to examine the literature critically to make the cas for a research agenda and design a study in the field.
A. Jordan

CTL1920H Research Seminar in Interactive Systems for Education

Principles and practice of user interface design as applied to educational software. Students wi undertake a research or development project in an area of human/computer interfaces.
R.S. McLean

CTL1921H Computer-Supported Intentional Learning Environments

Computer-supported intentional learning environments have two principal objectives: (a to upgrade the conceptual quality of what is learned; and (b) to increase students' abilities monitor, control, and improve their own learnin In this course students will help design, pilot test, and revise intentional learning environments.
M. Scardamalia

TL1922H Instructional Technology: eminar in Interactive Video/Graphics

urrent research and applications in the use of on-textual electronic media in the individualized istructional process will be analysed. Specific onsiderations will relate to cognition and visual erception, the person- machine interface, istructional systems design, production, and valuation. Individuals will prepare an in-depth nalysis of a selected sub-topic.

taff

TL1923H Technology Supported nvironments for Situated Learning

earning environments supported by computer chnology that promote knowledge construction iat is situated in activity and in culture will be udied. Recent research literature on various iodels for such learning environments will be xamined, and practical applications in schools nd other educational settings will be onsidered. Students will have to carry out idividual or group projects focused on practical pplications of such environments.

.S. Cohen

TL1924H Research Issues in ducational Computer-Mediated ommunication

critical analysis of the research literature, iethods, and findings relating to the use of omputer-mediated communication for ducation. The course is conducted via ISE/UT's computer conferencing system. rerequisite: CTL1609 or permission of istructor.

.E. Davie or R.S. McLean

TL1925H Doctoral Seminar: Research sues in Computer Applications ass/Fail)

octoral students specializing in Computer pplications in Education are normally required take this seminar as preparation for the omprehensive examination requirement. The eminar requires adequate skills and knowledge both the student's field of concentration and in e skills of research. As a prerequisite to the eminar, the student should have: (a) completed least two courses in Computer Applications; nd (b) completed at least one course in esearch methodology. The seminar offers a itical examination of current theories and actices, research design and methodological sues in the field of educational applications of omputer technology. Through literature reviews, article and thesis critiques, presentations by guest speakers and by class members, group work and informal class discussions, students will be able to integrate and deepen their understanding in these areas. This will help prepare them for the comprehensive examination and for formulating their research plans and writing a thesis proposal.

R.S. Cohen, L.E. Davie or R.S. McLean

CTL1997H Practicum in Curriculum: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two months before the beginning of term.

Staff

CTL1998H Individual Reading and Research in Curriculum: Doctoral Level

Description as for CTL1798.

Staff

CTL1999H Special Topics in Curriculum: Doctoral Level

A course designed to permit the study (in a formal class setting) of a specific area of curriculum or instruction not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL1998, which in the Department of Curriculum, Teaching and Learning is normally conducted on a tutorial basis.)

Staff

MASTER OF ARTS IN TEACHING (M.A.(T.)) PROGRAM

Program Co-Coordinators:
P. Trifonas (CTL Department)
The M.A. Coordinator (English Department)

Core Faculty
R.L.M. Brown
G.E. Henderson
C. Kanaganayakam
D.M. McDougall
I.C. McDougall
R. Morgan
H. Murray
J.H. Reibetanz
N. Ten Kortenaar

The Master of Arts in Teaching or M.A.(T.) program is designed for the professional teacher of Language Arts and/or English. It includes a balance of contemporary educational, literary and literacy theories with content in English studies.

Admission Requirements
Applicants require:

a) A four-year bachelor's degree, or equivalent, in English, or English and another subject from the University of Toronto or another approved university.

b) A **mid-B** standing in English courses from the University of Toronto or another approved university.

c) One year of teaching experience or equivalent professional experience;

d) Two letters of recommendation, one from the applicant's undergraduate program;

e) Recent curriculum vitae which **must** include teaching experience after graduation.

Program Requirements
Students will be required to complete:

a) CTL5000Y History and Theory of the Study of English

b) the equivalent of two half-courses offered by the Master of Arts in Teaching program

c) the equivalent of two half-courses offered by the Curriculum program or Teacher Development program

d) the equivalent of two half-courses offered by the Graduate Department of English

NOTE: All requirements for the degree must b completed within six calendar years of first enrolment.

English Courses
Note that courses offered by the Graduate Department of English require balloting. Contac the Department of English for further details.

COURSES

The following is a list of courses offered within the Master of Arts in Teaching (M.A.(T.)) program. Not all of the courses listed are offere in any given year.

CTL5000Y History and Theory of the Study of English

An investigation of the theoretical principles an practices of literary criticism that have informed the cultural history of the study and teaching of English. By problematizing the institutional, pedagogical and cultural history of English as a discipline, we will focus our attention on several major schools of thought within twentieth-century literary criticism. These will include Nev Criticism, Structuralism, Deconstruction, Poststructuralism, Psychoanalytic Criticism, Feminism(s), Marxism, New Historicism, Gay an Lesbian Theory, Postcolonialism, and Cultural Studies. Our examination of these various hermeneutic approaches to interpreting text an textuality will focus not only on understanding the methodologies of each, but also on identifying what is at stake in any given reading and for whom. That is, by asking questions suc as, "What does a text mean?", and, "How does a text mean?" from different theoretical perspectives, we will interrogate the ways and means whereby the act of literary criticism reproduces and institutionalizes as well as challenges and transforms cultural values of English as a discipline of study.
P. Trifonas and R. Morgan

CTL5001H Approaches to Shakespeare

A study of selected Shakespearean plays. Questions concerning the historical and literary contexts of the plays as dramatic or performative texts will be addressed. Close attention will be given to the dramatic sources and structures of the plays including a consideration of their stage histories and adaptations.
J.H. Reibetanz

CTL5002H The Origins of Modern English

A survey of English linguistic theory. The course begins with an examination of contemporary English and traces in reverse chronological order developments in the language between the present day and the Old English period. Emphasis will be placed upon the significance of inguistic change for the study of literature.
Staff

CTL5003H Approaches to Narrative

A study of various critical and theoretical approaches to the interpretation, analysis, and eaching of prose fiction. Underlying concerns are the relation of the reader's experience of the ext to the text itself, the relevance of critical heory to analyzing and reflecting on the sources f that relationship, and an exploration of ways f addressing and mobilizing these onsiderations in the interpretation and teaching f narrative texts.
Staff

TL5004H Approaches to Poetry

xplorations in the close reading and analysis nd the discussion of poetry, emphasizing the divisibility of content from the means of xpression. Poetry of all kinds and from several nglish-speaking countries will be sampled; fferent approaches to the interpretation and valuation of poetry will be tested. There will be onsideration of the differences between three nds of reading: reading poems (the uniqueness the poem); reading the poet (the stinctiveness of a poetic oeuvre); reading the ge (the poetic style and character of a rticular literary period).
taff

CTL5005H Approaches to Canadian Writing

A study of Canadian writing across literary genres and sub-genres. The course introduces students to the various and shared ways in which Canadian writers have re-written personal and cultural histories. The representation and articulation of various ethnic, gender and regional identities and communities within a range of contemporary Canadian fiction will be considered. The challenge of the course is to render the complexity of Canadian identities and of writing/re-writing specific Canadian histories from a variety of cultural, geographic, "classed", and gendered locations.
Staff

CTL5006H Studies in Mythology and Legend

Mythology, legend, and fairy tale are the creations of human consciousness that have informed the historicities and forms of literature across the space and time of culture and its diversity. The themes and shapes of myth, legend, and fairy tale found in novels, plays and poems, film, and other media productions of contemporary cultures will be studied.
Staff

CTL5007H Approaches to Drama

This course investigates the nature and variety of drama through an intensive study of selected plays drawn from a broad chronological and historical range–from Greek tragedy to the drama of the absurd, and from elaborately plotted comedy and tragic-comedy to pared-down works of character study or symbolic vision.
Staff

CTL5008H Teaching Writing

This course assumes that writing is a process that forms substance and that style is functional, not a mere ornament but an integral component of the writing and thinking process. To teach writing effectively, we need to understand how formal and stylistic structures function in creative and communicative processes that are both individual and social. This course seeks to integrate models of composition into a pedagogy that regards writing as at once process, structure and strategy. Such an understanding of composition has important implications for how we teach writing in the classroom, and spelling out these implications will be the aim of the seminar.
G. Henderson

CTL5009H Approaches to Women's Writing
This course deals with three approaches to women writers. The first, with which most participants will be familiar, is "textual" study - of genre, language, figuration, for example. The second is "production" study, which involves thinking about women's writing in terms of their historical and material circumstances and lived experience. The third approach is "reception" study, which involves thinking in a more general way about how women have been read and reviewed: the more specific question of women's reading and interpretive practices may also be considered under this heading. Consideration of the role of women in education, and particularly as students and teachers of literature, will frame these discussions.
Staff

CTL5797H Practicum in Master of Arts in Teaching Program: Master's Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks before the beginning of the session.
Staff

CTL5798H Individual Reading and Research Course in Master of Arts in Teaching: Master's Level
A course designed to permit the study (in a formal class setting) of a specific area not already covered in the courses listed for the current year.
Staff

CTL5799H Special Topics in Master of Arts in Teaching Program: Master's Level
A course designed to permit the study (in a formal class setting) of specific areas of the Master of Arts in Teaching not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL5798, which is normally conducted on a tutorial basis.)
Staff

MASTER OF TEACHING I HUMAN DEVELOPMENT AND CURRICULUM (M.T.)

Program Co-coordinators
D. McDougall (CTL Department)
E. Woodruff (HDAP Department).

Core Faculty
M. Ferrari
S. Peterson
C. Rolheiser

Associate Faculty
M.L. Arnold
T. Goldstein
A. Jordan
B. Kelly
M. Scardamalia
E. Smyth

The Departments of Curriculum, Teaching and Learning, and Human Development and Applie Psychology offer a two-year Master of Teachin (M.T.) degree in Human Development and Curriculum. Upon successful completion of thi program, students will be awarded a Master of Teaching degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification which qualifies them to teach in either the primary and junior divisions or the junior and intermediate divisions of Ontario schools. The cooperating departments contribute courses, provide facilities and provide supervision for graduate research. Students are admitted to the progran through either of the two departments.

The Human Development and Curriculum program offers students a unique educational opportunity for teacher qualification with advanced theoretical knowledge and research skills. The program provides students with a strong conceptual grounding in human development, cognitive psychology, education technology, curriculum, teaching, and learning. The high level of academic rigor in conjunction with increased practicum opportunities serves enhance and extend the theoretical and practic experiences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers (MRP).

Admission Requirements
Applicants are admitted under the general regulations of the School of Graduate Studies, University of Toronto. Applicants normally must have the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of ntent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in oday's schools. Final selection will be made based on an interview by a panel of faculty, eachers and students. Given the limited number of students in this program, not all eligible applicants can be admitted.

Applicants apply for admission to this program hrough either the Department of Curriculum, Teaching and Learning or the Department of Human Development and Applied Psychology. Admission and degree requirements for the rogram are the same for both departments. ecause applicants are applying to a teacher ducation program they also need to submit the ollowing items with their application:

) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
a photocopy of a certificate of change of name where applicable
satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

OTE: Satisfactory evidence of freedom from ctive tuberculosis is required at the beginning each academic year.

OTE: A criminal record check is required for ertification by the Ontario College of Teachers.

Specialization
Applicants must select **one** of the following specializations:

- Primary/Junior (junior kindergarten to grade 6).
- Junior/Intermediate (grades 4 to 10).

Applicants to the Junior/Intermediate specialization must select **one** teaching subject from the following list:

English (First Language)
Prerequisites: Two full university courses in English

Geography
Prerequisites: Two full university courses in Geography

History
Prerequisites: Two full university courses in History

Mathematics
Prerequisites: Two full university courses in Mathematics

Science-General
Prerequisites: Three full university courses in Science

Visual Arts
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Program Requirements
The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and two electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Core Courses

Curriculum, Teaching and Learning

CTL1011H	Anti-Discriminatory Education in School Settings
CTL1019H	Authentic Assessment
CTL1797H	Practicum in Curriculum: Master's Level
CTL7000Y	Curriculum and Teaching
CTL7001H	Collaboration, Curriculum, Community and Teaching
CTL7003H	Conceptual Basis for Methods of Teaching in Primary, Junior and Intermediate Classrooms

Human Development and Applied Psychology

HDP1201H	Child and Adolescent Development
HDP2280H	Introduction to Special Education and Adaptive Instruction
HDP2288H	Reflective Teaching and Analysis of Instruction
HDP7002H	Ethical, Legal and Professional Issues in Education
HDP7004H	Practicum in Schools
HDP7005Y	Practicum Internship

Elective Courses

The two electives are selected from course offerings in the Departments of Curriculum, Teaching and Learning and/or Human Development and Applied Psychology. Choice of electives is contingent upon the approval of the student's faculty advisor.

COURSES

The following course descriptions are for those courses numbered in the 7000 series. Descriptions of the other required courses can be found in the appropriate section of the *Bulletin* i.e., courses with the prefix CTL can be found in the Curriculum Program section, pages 86 - 103; those with HDP can be found in the Human Development and Applied Psychology section, pages 150 - 163.

CTL7000Y Curriculum and Teaching

An introduction to education techniques and the role of the teacher in implementing, evaluating and designing curricula for students in grades K to 10. Basic areas of the elementary curriculum will be introduced, including arts (drama, music, physical education and visual arts), communications mathematics and science. Additionally, the course explores classroom management and illustrates methods for curriculum planning and development including practical assessment strategies. This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

CTL7001H Collaboration, Curriculum, Community and Teaching

This course will enable students to analyze the interrelated conditions that shape the classroom context specifically and educational change generally. The impact of community and collaboration upon the curriculum and role of the teacher are studied in detail. Topics include cooperative learning, parental participation, and the influence of collegial relationships with students, parents, community, government and social business agencies upon the classroom and the school. This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

CTL7003H Conceptual Basis for Methods of Teaching in Primary/Junior or Junior/Intermediate Classrooms

This course examines the conceptual basis underlying teaching methods, problems, and issues related to curricula in the Primary and Junior Divisions (Junior Kindergarten to Grade 6 or Junior and Intermediate Divisions (Grades 4-10). Instruction is given in general methods and specific approaches to teaching. Junior/Intermediate students will specialize in one of the subject areas listed in Schedule A of Regulation 184 of the Education Act. Opportunities to observe and participate in the activities of the elementary school classroom wi be provided to consolidate conceptual understanding and develop skills in the applied delivery of curriculum. This course is normally open only to students in the M.T. in Human Development and Curriculum program.
Staff

HDP7002H Ethical, Legal and Professional Issues in Education

This course provides students with an overview of legal, ethical and professional issues as they relate to the educational practitioner. Models of decision-making designed to assist practitioner with ethical concerns are reviewed and practice

with a variety of case examples. Issues are also examined in relation to professional conduct and responsibilities. The course will address school law in Ontario. This course is normally open only to students in the M.T. in the Human Development and Curriculum Program.
Staff

HDP7004H Practicum in Schools
This course provides supervised experience in an area of fieldwork, under the direction of aculty and field personnel. Students are placed n partnership schools in public and separate school systems and in other settings. Students are under the joint supervision of a field teacher on site and an academic staff member at OISE/UT. The practicum provides a minimum of 0 days of field experience. This course is normally open to students in the M.T. in the Human Development and Teaching Program only.
Staff

DP7005H Practicum Internship
tudents are placed in partnership schools in ublic and separate school systems and in other ettings. Students are under the joint upervision of field teachers on site and an cademic staff member at OISE/UT. The racticum provides a minimum of 80 days of field xperience as junior staff members within school ettings. This course is normally open to tudents in the M.T. in the Human Development nd Curriculum Program only.
taff

MEASUREMENT AND EVALUATION PROGRAM

Program Coordinator: R.E. Traub

Core Faculty
M.-J. Berger
R. Childs
G. Hanna
T.C. M. Lam
P. Nagy
S. Nishisato
M.W. Wahlstrom
R.G. Wolfe

Associate Faculty
S. Churchill

The Measurement and Evaluation Program is designed to develop knowledge and skills in quantitative and qualitative methods used in research and in evaluation. For the Master's Degree, the domains covered include the design of research and evaluation studies, the development of instruments and related theory, the collection and analysis of data, and statistical theories and methods. For the Doctoral degree, students are expected to specialize in either Measurement or Evaluation. The Measurement specialization is for those interested in quantitative methods and theory, including psychometric and statistical theory. The Evaluation specialization is for those interested in the evaluation of programs (including a wide range of social and educational programs) or in student evaluation (including large-scale assessments of student achievement), using both quantitative and qualitative methodologies.

MASTER OF EDUCATION

Applicants are accepted under the SGS general regulations which specify an appropriate four-year University of Toronto bachelor's degree, or its equivalent from a recognized university, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Applicants with an appropriate three-year University of Toronto bachelor's degree or its equivalent may also be accepted. The M.Ed. program may be undertaken on a full or part-time basis, and consists of eight half-courses plus a research project/paper.

Candidates are ordinarily required to take courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H. Students who have not studied statistics at least to the level of course CTL2004H must take CTL2004H as an extra course. Additional study may be required either within the degree program or prior to admission. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 27 – 35.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

MASTER OF ARTS

Applicants are accepted under the SGS general regulations. The usual admission requirement for the M.A. is a four-year bachelor's degree in mathematics, statistics, computer science, or a relevant social or behavioral science. Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program. The M.A. program may be undertaken on a full-time or part-time basis and consists of six to eight half-courses and a thesis.

Candidates are ordinarily required to take courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H. Students who have not studied statistics at least to the level of course CTL2004H must take CTL2004H as an extra course. Additional courses may be required of some candidates. All requirements for the degree must be completed within five calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 27 – 35.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

DOCTOR OF EDUCATION

The Ed.D. program is designed for practicing social service professionals who wish to acquire knowledge and skills at the doctoral level in measurement and evaluation, with emphasis on applying these to research and practice. Applicants will ordinarily have a minimum of three years professional experience in education prior to application. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admittance is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program normally consists of eight half-courses. Candidates are expected to have taken courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H or their equivalents. Students lacking one or more of these courses are required to take them in addition to the regular doctoral program, which must include at least four CTL2800-level courses. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The ideal arrangement is for Ed.D. applicants to begin their program on a part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 27 – 35.)

In the Statement of Intent, applicants should cite the reasons they wish to study measurement and evaluation at the graduate level. The chief academic interests, professional concerns, and career plans within measurement and evaluation should be discussed. The committee reviews this Statement to determine the area of study in which an applicant is most interested.

DOCTOR OF PHILOSOPHY

The Ph.D. program emphasizes theoretical concerns of the fields of measurement and evaluation. A University of Toronto M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admittance is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program normally consists of six half-courses. Candidates are expected to have aken courses CTL2006H, CTL2007H, CTL2008H, CTL2009H, and CTL2808H or their equivalents. Students lacking one or more of hese courses are required to take them in ddition to the regular doctoral program, which nust include at least four CTL2800-level courses n addition to CTL2808. Students must uccessfully complete a comprehensive xamination. A thesis embodying the results of n original investigation, and a final oral xamination on the content and implications of ne thesis are also required. The Ph.D. program nust be initiated on a full-time basis and requires wo consecutive years of full-time study. All equirements for the degree must be completed vithin six calendar years from first enrolment. See the Minimum Admission, Program and Degree Requirements section for program equirements, pages 27 – 35.)

n the Statement of Intent, applicants should cite ne reasons they wish to study measurement nd evaluation at the graduate level. The chief cademic interests, professional concerns, and areer plans within measurement and evaluation hould be discussed. The committee reviews is Statement to determine the area of study in hich an applicant is most interested

COURSES

The following list demonstrates the range of courses offered within the Measurement and Evaluation program. Not all of the courses listed are offered in any given year.

CTL2002H Alternatives to Quantitative Evaluation in Education

This course presents qualitative, contextually oriented alternatives to existing conventional, preordinately oriented strategies. Discussion focuses on different metaphors for evaluation, such as educational criticism, investigative journalism, jurisprudence, and naturalistic inquiry. Students will integrate theoretical ideas with fieldwork.

Staff

CTL2003H Measurement and Accountability

An examination of principles of measurement and their relationship to major issues in accountability, such as the validity of comparative international and national studies, the influence of external examination, and the effects of large-scale testing on students and the curriculum. The course is intended for both Measurement students and others.

P. Nagy, E. Woodruff, R. Childs

CTL2004H Elements of Statistics

Techniques for data exploration and description, basic theory behind hypothesis testing and confidence intervals, and common confirmatory techniques (correlation, simple linear regression, one-way analysis of variance). Students are expected to learn to use the MINITAB statistics package or equivalent.

P. Nagy, R. Childs, R.G. Wolfe, R.E. Traub or staff

CTL2005H Applied Dual Scaling (Pass/Fail)

Application-oriented introduction to dual scaling and its rationale, with illustrations, for optimal quantification of different types of qualitative data, practicum in data analysis, interpretation of the scaling outcomes, and class presentations. This course is intended for both Measurement students and others.

S. Nishisato

CTL2006H Fundamentals of Program Evaluation
This course is organized around the various components of program evaluation for education, and the social and health sciences: needs, evaluability, implementation, outcome, impact and efficiency assessments. Data collection methods such as surveys, focus group interviews and observations are introduced. Also discussed is the application of program evaluation methodology to specific programs such as bilingual education, training and quality assurance programs, to the education system (including schools), and to personnel (including teachers and health science professionals).
T. Lam or staff

CTL2007H Research Methods in Education
Basic concepts, methods, and problems in educational research are considered: discovering the periodicals in one's field, steps in the research process, developing research questions, design of instruments, methods of data collection and analysis, interpreting results, and writing research reports.
T. Lam or staff

CTL2008H Data Analysis in Education
An overview of widely used methods of data analysis, not covered in other 2000-level courses. Main topics are principal component analysis, factor analysis, cluster analysis, loglinear analysis and scaling (e.g. Rasch-type, Thurstone-type, and a variety of multidimensional scaling).
Prerequisite: Concurrent registration in CTL2001 (non-credit) or permission of the instructor.
S. Nishisato. R.G. Wolfe or staff

CTL2009H Instrument Development in Education
An overview of kinds of instruments used for collecting educational data. Classroom tests and various item types; norm-referenced and criterion-referenced standardized achievement tests; group intelligence and aptitude tests; attitude and self-report scales; observational systems, including performance assessment and classroom observation; questionnaires and surveys; interview protocols; reliability theory and item anlysis; and validity. The course will focus on selection criteria for commercially available instruments, and on criteria for use in refining researcher-designed instruments.
R.E. Traub or staff

CTL2010H Alternative Assessment Methods
This course is an examination of alternatives to paper-pencil, multiple-choice tests, including performance assessment, authentic assessment, self assessment, peer assessment, group assessment, portfolio assessment, and individualized assessment. The role of alternative assessments in educatio reform, the conceptualization and use of these assessments for student-centered instruction and for quality assurance and professional development in education and the social and health sciences are discussed. The course als reviews research on quality and effects of alternative assessments, and identifies research needed to promote effective implementation of these assessment methods i program evaluation, and in classroom and large-scale assessments.
T. Lam and staff

CTL2011H Path Analysis
This course is designed for graduate students who do not specialize in statistics but who need a significant familiarity with those statistical techniques known collectively as "path analysis", "Structural equation modeling", "causal modeling" or "analysis of covariance structures". The primary objective of this cours is to give students (1) the ability to recognize situations where these techniques may be usefu in research; (2) an appreciation for the roles of sound theory and sound measurement in makin these techniques useful; (3) an understanding o the limitations of these methods; (4) the ability t use available software in conducting research; and (5) the ability to understand published research using these techniques. LISREL software with the intuitive Simple Lisrel (SIMPLIS) software will be used. The course is open to graduate students from all departments. (Desirable prerequisite: undergraduate course i statistics or CTL2004H.)
Staff

CTL2797H Practicum in Measurement and Evaluation: Master's Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personne Inquire at the department office at least two weeks before the beginning of term.
Staff

TL2798H Individual Reading and esearch in Measurement and valuation: Master's Level

pecialized study, under the direction of a staff ember, focusing on topics of particular interest the student. While course credit is not given r a thesis investigation proper, the study may closely related to a thesis topic.
aff

TL2799H Special Topics in easurement and Evaluation: Master's evel

course designed to permit the study (in a rmal class setting) of specific areas of easurement and evaluation not already vered in the courses listed for the current ar. (This course does not fulfil the purpose of TL2798, which is normally conducted on a torial basis.)
aff

TL2800H Structural Equations with tent Variables

ginning with basic tests of hypotheses on the ucture of covariance matrices, the course ds to the standard problems of estimation and pothesis testing for structural coefficients and overall model fit. It also includes nsideration of more general recursive and non- cursive path analysis models.
aff

TL2801H Test Theory

minar on recent advances in test theory. pics include classical test theory, neralizability theory, and item response ory, with applications to educational research oblems. Desirable background: CTL2808H or uivalent.
E. Traub

TL2802H Performance Assessment

is course examines the conceptualization and plementation of performance assessment in classroom, in large scale assessment ograms, and in program evaluation, and dresses the technical issues that arise in the ocess. Topics addressed include scoring ric construction, rater consistency and oderation, generalizability, sources of alidity and bias, judgmental and empirical thods of analysing bias, comparability, standard setting, and logistics and cost effectiveness.
Prerequisites: CTL2009 or equivalent, or permission of instructor.
T. Lam

CTL2803H Models and Issues in Program Evaluation

Prominent evaluation models (e.g. objective-based, context-input-process-product, goal-free, responsive, experimental) are compared and contrasted to bring out their conceptual bases. Also addressed are discussions of technical issues in program implementation and impact assessments, and of special methods and procedures such as empowerment evaluation, meta-analysis, cluster evaluation, causal and logic modeling, multilevel analysis and mixed methods.
Prerequisite: CTL2006H or equivalent, or permission of instructor.
T. Lam and staff

CTL2805H Scaling Theory

Detailed examination of dual scaling, advanced treatment of the Thurstonian methods of unidimensional scaling, several versions of both metric and nonmetric multidimensional scaling procedures.
Prerequisites: Either CTL2005 or CTL2008, or permission of instructor.
R. Childs

CTL2806H Evaluation of Educational Policies

Case studies including Third World settings illustrate use of qualitative and quantitative data in the context of organizational theory. The seminar emphasizes gathering and interpreting data from multiple sources (qualitative and quantitative). Intended for students interested in master's and doctoral research leading to recommendations about policy, curriculum reform, teacher training and/or resource allocation at any level: within individual schools, districts (school boards), regions, provinces/states or nations, as well as within colleges, universities and ministries.
S. Churchill

CTL2807H Applied Research Design and Data Analysis

This seminar is intended primarily for doctoral students. The are two main activities. One is the cooperative critiquing and development of research designs and data analysis plans based on ongoing work of the students in the course. The second is discussion of selected topics in data analysis, e.g. exploratory analysis, logistic regression, multilevel modeling, and recent advances in some of the techniques introduced in course CTL2008 and CTL2808.
Prerequisite: CTL2808, or permission of the instructor.
R. Childs

CTL2808H Intermediate Statistics and Research Design

Analysis of variance for one-way and multi-way classification data for fixed, mixed, and random effects models and various designs (e.g., crossed, nested, composite, repeated measurements); multiple comparison tests (Tukey, Scheffé); linear and multiple regression; multiple correlation; analysis of covariance.
Prerequisite: CTL2004 or equivalent, or permission of instructors.
R. Childs, R.G. Wolfe, R. Traub or staff

CTL2809H Multivariate Analysis with Applications

Multivariate statistical procedures, including multiple regression analysis, multivariate significance tests, factor analysis, discriminant analysis, canonical analysis, multivariate analysis of variance, and general linear models, are discussed with application to data.
Prerequisite: CTL2008, CTL2808, or permission of instructors.
R.G. Wolfe

CTL2810H Seminar in Evaluation Problems

A seminar dealing with theories and practical constraints in the implementation of evaluation strategies in field settings.
Prerequisite: CTL2803 or equivalent.
Note: Practicum CTL2997 and Seminar CTL2810 may not both be taken for credit in fulfilling the requirements of the eight half-courses in the Ed.D. program in Evaluation.
Staff

CTL2811H Seminar in Measurement and Experimental Design

Consideration of theoretical and empirical topic in measurement, and a detailed examination of experimental designs relevant to educational research.
Prerequisite: Permission of the instructor.
Staff

CTL2997H Practicum in Measurement and Evaluation: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personne Examples of typical activities are developing a evaluation project and/or acting as research assistant and advisor to educational bodies or agencies. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at department office at least two month before beginning of term.
Staff

CTL2998H Individual Reading and Research in Measurement and Evaluation: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interes to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL2999H Special Topics in Measurement and Evaluation: Doctora Level

A course designed to permit the study, (in a formal class setting) of specific areas of measurement and evaluation not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL2998, which is normally conducted on a tutorial basis.)
Staff

SECOND LANGUAGE EDUCATION PROGRAM

Program Coordinator and Head, Modern Language Centre: Alister Cumming

Core Faculty
S. Churchill
D. Corson
. Cummins
A. Gagné
N. Labrie
S. Lapkin
N. Spada
M. Swain
M. Turnbull

Associate Faculty
M. Heller, Sociology and Equity Studies in Education
E. Geva, Human Development and Applied Psychology

Studies in Second Language Education (SLE) focus on curriculum, instruction, learning, and policies for education in second, foreign, and minority languages, particularly in reference to English and French in Canada but also other languages and settings, including studies of language learning, methodology and organization of classroom instruction, language education policies and planning, and student and program evaluation as well as issues related to bilingualism, multilingualism, cultural diversity, and literacy. The Second Language Education program links with resources and research in the Modern Language Centre, where most of the faculty are located. The Modern Language Centre Resource Collection and la Collection Franco-Ontarienne are located in the OISE/UT Education Commons.

The program offers four degrees: the M.Ed., M.A., Ph.D. and Ed.D. (The program requirements described below apply to students beginning in 1998 and thereafter; students previously registered in the program follow regulations describing Second Language Education as a specialization within the Curriculum Program in versions of the OISE/UT *Bulletin* prior to 1998.)

MASTER OF EDUCATION

Applicants are accepted under SGS general regulations, which specify an appropriate four-year University of Toronto bachelor's degree or its equivalent from a recognized university, completed with an academic standing equivalent to a University of Toronto **mid-B or better** in the final year. Applicants with an appropriate three-year University of Toronto bachelor's degree or its equivalent may also be accepted. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.Ed. program consists of eight half-courses plus a major research paper (MRP); one of the courses must be either CTL 3000H Foundations of Bilingual and Multicultural Education or CTL 3002Y Methodology and Organization of Language Teaching. Students must take a minimum of four half-courses within the SLE program. The M.Ed. program may be taken on a full or part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 27 – 35.)

MASTER OF ARTS

Applicants are accepted under SGS general regulations. Admission normally requires a four-year University of Toronto Bachelor's degree, or its equivalent, in a relevant discipline or professional program, completed with standing equivalent to a University of Toronto **mid-B or better** in the final year. Ordinarily, applicants should have teacher certification and at least one year of relevant successful professional experience prior to applying. Enrolment in the M.A. (rather than M.Ed.) program is advisable for students expecting to pursue a doctorate in the future. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The M.A. program may be undertaken on a full-time or part-time basis and consists of eight half-courses and a thesis. Students must take a minimum of four half-courses within the SLE program. Courses must include CTL3001H Research Colloquium in Second Language Education, Masters Level plus a course in research methods relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H, CTL3803H, CTL3807H, CTL4005H, CTL4802H or CTL4805H. A student wishing to propose an alternative course to fulfill one of the SLE course requirements, will be required to obtain the approval of both the SLE graduate program coordinator and either their faculty advisor or thesis supervisor. All requirements for the degree must be completed within five calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 27- 35.)

DOCTOR OF PHILOSOPHY

Individuals pursuing the Ph.D. typically wish to be university professors in this field. Applicants are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admittance is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of a Qualifying Research Paper (QRP). Ordinarily, applicants will have a minimum of two years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professional interests, and future career goals.

The Ph.D. involves six to eight half-courses (depending on previous experience and academic qualifications), comprehensive exams and a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis. Students must take a minimum of four half-courses within the SLE program. Students are required to take CTL 3801H Research Colloquium in Second Language Education, Doctoral Level as well a research methods course relevant to the topic of the thesis. Any of the following courses can fulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H, CTL3803H, CTL3807H, CTL4005H, CTL4802H o CTL4805H. A student wishing to propose an alternative course to fulfill one of the SLE cours requirements, will be required to obtain the approval of both the SLE graduate program coordinator and either their faculty advisor or thesis supervisor. Two consecutive years of of full-time study are required at the beginning of the program, during which time students usually complete course requirements, pass the comprehensive exam, prepare a thesis proposa and form a thesis committee. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements pages 27- 35.)

DOCTOR OF EDUCATION

The Ed.D. is intended for individuals who have already established a professional career in Second Language Education and wish to make aspects of their professional practice the subject of their graduate studies and thesis research. Candidates are accepted under SGS general regulations. A University of Toronto Master's degree, or its equivalent from a recognized university, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Admittance is contingent upon satisfactory completion of a master's thesis, or the equivalent in the form of Qualifying Research Paper (QRP). Ordinarily, applicants will have a minimum of three years relevant professional experience prior to applying. All applicants are required to submit a résumé and a Statement of Intent describing their reasons for wishing to take the program, previous qualifications and professional experiences, particular research or professiona interests, and future career goals.

The Ed.D. ordinarily involves eight half-courses (depending on previous experience and academic qualifications), comprehensive exam and a thesis embodying the results of an origina investigation, and a final oral examination on th content and implications of the thesis. Student must take a minimum of four half-courses within the SLE program. Students are required to take CTL 3801H Research Colloquium in Second Language Education, Doctoral Level as well as research methods course relevant to the topic he thesis. Any of the following courses can ulfill this requirement: CTL1018H, CTL1306H, CTL1804H, CTL2004H, CTL2007H, CTL2008H, CTL2808H, CTL3019H, CTL3800H, CTL3802H, CTL3803H, CTL3807H, CTL4005H, CTL4802H or CTL4805H. A student wishing to propose an lternative course to fulfill one of the SLE course equirement will be required to obtain the pproval of both the SLE graduate program coordinator and either their faculty advisor or hesis supervisor. The Ed.D. requires two consecutive sessions (i.e., one academic year) of full-time study at some point during the program. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 27 – 35.)

NOTE: Other courses may be taken in other programs in the Department of Curriculum, Teaching and Learning; other Departments at OISE/UT; in the Departments of Linguistics; Anthropology; or in language departments at the University.

COURSES

The following is a list of courses offered within he Second Language Education program. Not ll of the courses listed are offered in any given year.

CTL3000H Foundations of Bilingual and Multicultural Education

Foundation course for the Second Language Program, also open to students from other programs. The course is offered for students particularly concerned with issues of second anguage instruction, education for minority populations, and pluralism in education, defined n terms of language, culture (including religion), or ethno-racial origin. The emphasis is on study of major foundational writings that have shaped current thinking about these topics and on deriving implications for reflective eaching practice.

S. Churchill

CTL3001H Research Colloquium in Second Language: Master's Level

This colloquium provides opportunities to become familiar with ongoing research, research methodologies, and curriculum activities in second-language learning and teaching.

S. Lapkin and M.K. Swain

CTL3002Y Methodology and Organization of Second-Language Teaching

This course deals with the second-language curriculum: objectives, content, materials, procedures, and evaluation. Also discussed is the organization of language teaching from preschool to adult education, including planning and teacher education.

A. Gagné, M. Turnbull or staff

CTL3003H Theory of Second-Language Teaching

The first part of this course provides an introductory overall picture of language teaching theory and reviews recent and current developments of thought. The second part concentrates on the relationship between language teaching theory and some major underlying disciplines, in particular, linguistics, psychology, sociology, and educational theory.

Staff

CTL3004H Language Awareness and its Role in Teacher Development

The language awareness movement is based on the belief that a place should be found in the school curriculum for exploring the nature of language in general: its rule-governed structure, its variety and its universal characteristics, the way it is acquired by native speakers and second language learners, its role in society, its central importance as a tool for thinking and learning, etc. The aim of the course is to consider the potential of language awareness as a unifying concept which provides a common basis for first and second language education, and which plays an important role in teacher development.

Staff

CTL3005H Current Issues in English as a Second Language

This course will consider topics relevant to the teaching of English as a second language and English as a foreign language. The course will not be designed as a series of lectures, but as a workshop based on the professional and research interests of the students in the group. Specific topics will vary depending on the students' interests, but will normally include curriculum planning and syllabus design, classroom-oriented research, the teaching of reading, writing, and oral communication skills, error analysis, pedagogic grammar, and testing.

Staff

CTL3006H Descriptive and Educational Linguistics of English

The syntax, discourse structure, and semantics of present-day English as viewed by one or more of the current models of linguistic analysis (traditional, structural, transformational, systemic) and an examination of the relevance of these descriptions to the teaching of English as a first or second language. A variety of data will be discussed, and particular attention will be paid to the theoretical perspectives that underlie current classroom practice.

Staff

CTL3007H Seminar in Language and Communication

A general introduction to language and communication, focusing on those current theories that have practical significance for first- and second-language education. Theories are matched with the descriptive practices they have given rise to, and course participants develop some descriptive skill through problems in a variety of languages.

Staff

CTL3007H Séminaire sur le language et la communication

Ce cours a deux buts principaux : (1) initier les étudiant(e)s aux sciences du langage et (2) examiner les différentes applications de la linguistique en milieu francophone. Il aborde les différents niveaux de la langue (ex. : la phonétique, la morphologie, la syntaxe, etc.) considérés individuellement et dans leur rapport les uns aux autres, illustré d'exemples provenant surtout du français.

Prérequis: très bonne connaissance du français.

N. Labrie

CTL3008H Critical Pedagogy, Language and Cultural Diversity

Linguistic and cultural diversity have always characterized human societies and have usually played a central role in mediating power relations between dominant and subordinate groups. In recent years, theorists working within the framework of Critical Pedagogy have begun to describe how societal power relations are manifested in schools both through interpersonal interactions and the hidden curriculum. In particular, theory has focused on how language use and language learning interact with dimensions such as class, race, ethnicity, and gender in mediating power relations within the educational system. The course will focus on this body of theory and research and explore its applications to current educational issues related to minority students in both Canadian an international contexts.

J.P. Cummins

CTL3009H Education for Linguistic an Cultural Minorities: Comparative Policy Analysis

Educational policies, particularly curriculum policy, are studied for minorities in Canada, othe industrialized nations, and Third/Fourth World nations. Emphasis is placed on practical aspects of school impacts of policies and on the role of the minorities in advancing their interests in the policy process controlled by others.

S. Churchill

CTL3009H L'éducation des minorités linguistiques et culturelles: l'analyse comparative de la politique éducative

Le cours en français traite en priorité de la politique et l'éducation en langue française destinée aux francophones, ainsi que de la politique entourant les programmes d'immersion en français. L'accent est mis sur les implications de la politique définie aux différents niveaux - fédéral, provincial, conseil scolaire - pour l'enseignement et le rôle de l'école dans la communauté. Oral proficiency in French is required; papers in English will be accepted by request.

S. Churchill

CTL3010H Second-Language Learning

Theories and research on second-language (L2) acquisition are considered. Data from which the processes and strategies of L2 learning may be inferred are examined through error analysis an in the light of concepts such as interlanguage. The roles of such variables as age, affective factors, and social factors are considered in order to account for relative success in L2 learning.

N. Spada

CTL3011H Bilingual Education and Bilingualism

This course will examine bilingual education in it many forms. Particular emphasis will be placed on research questions and findings related to bilingual education in Canada - for English Canadians, French Canadians, immigrant

pulations, and Native peoples. Issues such as e effects of bilingualism on cognitive nctioning, psycholinguistic abilities, and rsonality will also be explored.
P. Cummins

TL3011H Bilinguisme et éducation

e cours traite des diverses formes de ducation bilingue, surtout en ce qui concerne s questions et les résultats de recherche atifs à l'éducation bilingue au Canada destinée x francophones, aux anglophones, aux migrant(e)s et aux autochtones. L'on traite alement de l'impact du bilinguisme sur les ocessus cognitifs, les habiletés ycholinguistiques et la personnalité.
Labrie

TL3012H Communicative Competence

is course examines the notion of mmunicative competence and explores its plications to curriculum development for first- d second-language pedagogy. It provides a orough orientation to this area of specialization d combines theoretical, critical, and practical tlooks.
Gagne or N. Labrie

TL3013H Evaluation de la mpétence langagière

e cours fournit une introduction à cinq omaines de l'évaluation langagière des langues emières et secondes : la compréhension ditive, la compréhension de la lecture, nteraction orale, l'expression écrite et la mpétence langagière en général. À l'intérieur e chacun de ces domaines, les principaux struments de mesure, l'usage approprié de ces struments, et les questions clés sont étudiées. évaluation langagière en milieu minoritaire est n thème qui sera examiné plus articulièrement."
.-J. Berger

TL3013H Second-Language ssessment

nis course provides an overview of current ractices and problematic issues in language ssessment. Topics include approaches ommonly taken to developing and using nguage assessment instruments and rocedures, their evaluation, and their oplications in specific educational contexts.
. Cumming

CTL3014H Collaborative Learning in Second-Language Classrooms

The rationales for collaborative learning in second-language teaching contexts will be examined with particular reference to second-language acquisition theory and research. Students will experience collaborative learning in order to understand its advantages and disadvantages.
M.K. Swain

CTL3015H Seminar in Second-Language Literacy Education

A seminar to examine research on literacy education in second, foreign, or minority languages in subject or medium of instruction programs. Psychological and social perspectives are explored in relation to commonalities among and differences between second-language teaching in various kinds of world contexts.
J.P. Cummins

CTL3016H Minority Groups and Cultural Determinants of the Curriculum

This course will focus on the schooling of children from immigrant/ethnic backgrounds. It will emphasize family dynamics in the Canadian social and educational environment and the role of language, including ESL/FSL and the home language. Among groups to be considered are refugee children.
S. Churchill

CTL3017H Reading in a Second Language

This course will provide the student with a better understanding of current issues in reading in a second language (L2) by focusing on theoretical and practical questions. Theories and research on reading in a first language (L1) will be examined for their relevance to reading comprehension in L2. A cognitive developmental approach will be used to examine the applicability of research findings on topics such as: background knowledge; text structure; comprehension strategies; study strategies; cultural differences; and reading in various content areas. Students will be encouraged to develop their own research questions and to apply these to practical L2 reading contexts.
E. Geva

CTL3018H Language Planning and Policy

The study of language planning and policy-making is a relatively recent field and represents new realizations about how governments and other bodies have involved themselves in language issues. This course aims to provide some understanding of work in this field, the way in which it is developing and the problems it faces. The course will emphasize practical examples of language planning and policy issues drawn from Canada and other countries, and there will be scope for students to nominate examples, topics or case studies for class consideration. The course is suitable for students interested in the wider policy contexts in Canada and overseas of language education and language issues.

N. Labrie

CTL3018H Politique et aménagement linguistique

Ce cours porte sur l'étude de la pratique et de l'analyse de l'intervention humaine sur la langue ou sur les situations linguistiques. Notre objectif sera de mieux comprendre pourquoi et comment on en vient à élaborer des politiques linguistiques, quelles en sont les composantes et les principales étapes, et de quelle façon les politiques linguistiques se répercutent dans les programmes scolaires. Les cas que nous étudierons proviendront principalement de la francophonie, l'accent étant mis sur les expériences canadiennes, notamment au Québec et en Ontario. La question des droits scolaires en Ontario retiendra tout particulièrement notre attention.

N. Labrie

CTL3019H Research Themes in Canadian French as a Second Language Education

The last twenty-five years have seen extensive research in FSL education in Canada, largely as a result of the advent of immersion programs. The course will attempt a state-of-the-art assessment of research issues spanning aspects of program design, evaluation, and implementation of all forms of FSL education with particular attention being given to research methods (core, extended, immersion, and adult FSL).

S. Lapkin

CTL3020H Writing in a Second Language

This course focuses on second-language writing, with special attention to relations between research, theory, and practice. Topics include text, psychological and social models o second-language writing instruction and learning, ways of responding to student writing, and techniques for evaluating writing.

A. Cumming or S. Lapkin

CTL3021H Pedagogical Grammar of French

This course offers FSL teachers the opportunity to deepen their understanding of the French language system, and to consider what teaching strategies and techniques can facilitate their students' learning of the language system without compromising the important emphasis o the experiential use of the language. French "grammar" is broadly defined to include aspects of the sound system, vocabulary, syntax and discourse (oral and written).

S. Lapkin

CTL3022H Languages in Aboriginal Education

This course introduces students to information about Aboriginal languages in Canada and structures of formal education for Aboriginal students. Trends in Aboriginal and official language use will be compared with expectation based on school language policies and implementation in terms of curriculum, teaching approaches, syllabus design, teacher hiring, an preparation. Implications of various social and political factors in aboriginal communities and their environments will be discussed. This course addresses issues in Aboriginal language maintenance and enhancement in Canada with special emphasis on the role of the school. Matters relating to official language education are also considered. Examples from indigenous language communities outside of Canada will be included.

Staff

CTL3023H Le Français Canadien d'un Point de Vue Educatif et Sociolinguistique

Ce cours a pour but de familiariser les étudiante et étudiants aux caractéristiques principales du français canadien. Il s'agit d'abord d'en retrace les origines et l'évolution historique, puis d'en dégager les principaux traits, du point de vue

xical, phonétique, morphosyntaxique et iscursif. Nous examinerons en outre des hénomènes sociolinguistiques entourant la onstruction de la norme et l'insécurité nguistique. Ce cours se veut aussi une iitiation pratique à la recherche ociolinguistique appliquée au français canadien t une réflection sur ses implications édagogiques.
I. Labrie

TL3797H Practicum in Second anguage: Master's Level

upervised experience in an area of fieldwork, nder the direction of faculty and field personnel. nquire at the department office at least two veeks before the beginning of term.
taff

TL3798H Individual Reading and esearch in Second Language rogram: Master's Level

pecialized study, under the direction of a staff nember, focusing on topics of particular interest the student. While course credit is not given r a thesis investigation proper, the study may e closely related to a thesis topic.
taff

TL3799H Special Topics in Second anguage Program: Master's Level

course designed to permit the study (in a rmal class setting) of specific areas of second nguage education not already covered in the ourses listed for the current year. (This course oes not fulfil the purpose of CTL3798, which is ormally conducted on a tutorial basis.)
taff

TL3800H Second Language lassroom Research

he research on second-language teaching and earning in classrooms will be examined critically. heoretical issues, research methodology, and ubstantive findings will be discussed with a iew to implications for the conduct of future esearch, research directions, and teaching ractices in second-language classrooms.
I.K. Swain

TL3801H Colloquium in Second anguage Education: Doctoral Level

his colloquium provides opportunities for ntensive individual and group study of specific roblems in second-language learning and eaching.
I.K. Swain and S. Lapkin

CTL3802H Research Seminar in Multilingual/Multicultural Education

A critical analysis of research on multilingual/multicultural phenomena intended (a) to broaden students' knowledge of advanced research in the area, and (b) to increase awareness of the advantages and disadvantages of different methodologies applied to a wide variety of research questions. The course is designed primarily for students intending to pursue thesis research in this area; course requirements include reviewing the literature on a particular topic and designing an empirical study to address specific issues. Previous or concurrent coursework in statistics is required.
J.P. Cummins

CTL3803H Ethnographic Research in the Language Disciplines

The goal and main assignment of this course is the development of a draft thesis proposal for doctoral research in first or second language topics. Ethnographic research covers all those methods of inquiry typically used in qualitative research, such as interviews, content analysis, focus groups, discourse analysis, triangulation, questionnaires, observation studies, and case studies. It also covers the broad approaches to research that use these methods: classical ethnography, ethnography of communication, and critical ethnography. Participants will be free to concentrate on methods that interest them and to mix methods according to need.
D.J. Corson

CTL3804H Advanced Colloquium in the Educational Linguistics of English

This colloquium deals with selected aspects of the syntax, semantics, stylistics, and phonology of present-day English, including such topics as varieties of English and related pedagogical issues, and the linguistic analysis of learning materials for English as a first or second language.
Staff

CTL3805H Aspects of Second-Language Acquisition

This course provides an in-depth examination of research on specific aspects of second-language acquisition and explores the relevance of this research for second-language teaching practice.
Prerequisite: Permission of instructor.
N. Spada

CTL3806H Sociocultural Theory and Second Language Learning

This course will examine aspects of second language learning (SLL) from the perspective of a sociocultural theory of mind. Key concepts from sociocultural theory, for example zone of proximal development (ZPD), scaffolding, private speech, and mediation will be considered as they relate to SLL. Relevant writings of Vygotsky, Leont'ev, Cole, Donato, Lantolf, van Lier, Wertsch and others will be read in depth.
M. Swain

CTL3807H Processing Second Language Data

For thesis students (M.A., Ph.D., or Ed.D) preparing to do empirical research on second language learning, instruction, and/or curriculum, this course reviews and provides experience with relevant techniques for data collection (e.g. focus groups, interviewing, verbal reports, observation, discourse analysis, questionnaires, tests); data analyses (e.g., coding, profiling, summarizing, reliability and verification checks, validation), and addressing ethical issues in research with humans.
A. Cumming

CTL3997H Practicum in Second Language Program: Doctoral Level

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL3998H Individual Reading and Research in Second Language Program: Doctoral Level

Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL3999H Special Topics in Second Language Program: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of second language education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL3998, which is normally conducted on a tutorial basis.)
Staff

TEACHER DEVELOPMENT PROGRAM

Program Coordinator and Head, Centre for Teacher Development:
F. Michael Connelly

Core Faculty
C. Beck
K. Cooper
C.T.P. Diamond
G. Feuerverger
B. Kilbourn
M. Kooy
C. Kosnik

Associated Faculty
S. Acker
L. Hannay

Teacher development as a field of educational study encompasses the development of teachers throughout their careers. The four degree programs (M.Ed., M.A., Ed.D., Ph.D.) ar governed by the central idea that teaching is an act of inquiry and that teachers are inquirers an learners. The M.Ed. and Ed.D. programs are designed for practicing educators who wish to apply knowledge and skills in teacher development to the improvement of educational practice. The M.A. and Ph.D. programs are mor theoretical in their orientation.

The two focus areas described below represent distinct but complementary lines of research. The program involves knowledge in both areas, which form the foundation of the field and contribute to research in teacher socialization and professionalization, policy and evaluation, and the social and political context of teacher education. Interwoven in both focus areas are issues of gender, language, culture, and identity, as well as the application of narrative research methodology.

1. Reflection, Inquiry, and Practice

Teacher development as a personal and social phenomenon; the relationship between knowledge and teacher development, including teacher identity, teacher learning, and teacher beliefs and practices. Through inquiring into their own and others' beliefs, histories, and practices, students learn to understand and facilitate the personal and professional development of teachers.

Improvement of Practice
acher development in the context of ganizational and policy issues; the relationship tween teacher development and school provement - that is, how schools may create organizational culture which enables teachers improve their practices. Students will explore ategies, structures, and contexts which omote the development of schools, teachers, d students.

ASTER OF EDUCATION

is degree is designed for practising educators o wish to apply knowledge and skills in acher development to the improvement of ucational practice. Applicants are accepted der the SGS general regulations, which ecify an appropriate four-year University of ronto bachelor's degree or its equivalent from recognized university, completed with an ademic standing equivalent to a University of ronto **mid-B or better** in the final year. andidates with an appropriate three-year iversity of Toronto bachelor's degree or its uivalent may also be accepted. One year of ofessional education for teaching, or the uivalent in pedagogical content, is commended. Ordinarily, applicants will have at ast one year of relevant, successful, ofessional experience prior to applying. Since e Teacher Development Program focuses on aching in general, professional experience in ucation can include teaching in other areas .g., nursing).

ne M.Ed. program consists of eight half-ourses, four of which are normally undertaken the program, plus a major research paper MRP), and may be taken on a full or part-time asis. Additional study may be required either ithin the degree program or prior to admission. ll requirements for the degree must be ompleted within six calendar years from first nrolment. (See the Minimum Admission, rogram and Degree Requirements section for rogram requirements, pages 27 – 35.)

MASTER OF ARTS

his degree is designed to provide academic tudy and research training related to teacher evelopment. Applicants are accepted under he SGS general regulations. Admission ormally requires a four-year University of oronto bachelor's degree, or its equivalent, in a elevant discipline or professional program, ompleted with standing equivalent to a University of Toronto **mid-B or better** in the final year. Candidates with an appropriate three-year University of Toronto bachelor's degree or its equivalent may also be accepted. Ordinarily, applicants will have at least one year of relevant, successful, professional experience prior to applying. Since the Teacher Development Program focuses on teaching in general, professional experience in education can include teaching in other areas (e.g., nursing). Students who anticipate going on to further study at the Ph.D. level are advised to apply for enrolment in an M.A. program rather than an M.Ed. program.

The M.A. program may be undertaken on a full-time or part-time basis and consists of eight half-courses, four of which are normally undertaken in the program, and a thesis. Additional courses may be required of some applicants. All requirements for the degree must be completed within five calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 27 – 35.)

DOCTOR OF EDUCATION

Applicants are accepted under SGS general regulations. A University of Toronto M.Ed. or M.A. in education or its equivalent from a recognized university, in the same area of specialization proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of three years professional experience in education prior to applying. Admittance is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. An applicant's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ed.D. program normally consists of eight half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. A thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are also required. The Ed.D. program includes one year of full time study, but, may be initiated on a full-time or part-time basis. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 27 –35.)

DOCTOR OF PHILOSOPHY

Applicants are admitted under SGS general regulations. A University of Toronto master's degree in education or its equivalent from a recognized university, in the same area of specialization as proposed at the doctoral level, completed with an average grade equivalent to a University of Toronto **B+ or better** is required. Further documentation may be required to establish equivalence. Applicants will ordinarily have a minimum of two years professional experience prior to applying. Admittance is contingent upon satisfactory completion of a Qualifying Research Paper (QRP) or a master's thesis. A candidate's admission will be confirmed, however, only when the QRP or master's thesis is judged to be of sufficiently high quality to warrant admission.

The Ph.D. program normally consists of six half-courses, four of which normally are undertaken in the program. Additional courses may be required of some candidates, depending on previous experience and academic qualifications. Students must successfully complete a comprehensive examination. In addition, a thesis embodying the results of an original investigation, and a final oral examination on the content and implications of the thesis are required. The Ph.D. program must be initiated on a full-time basis and requires two consecutive years of full-time study. All requirements for the degree must be completed within six calendar years from first enrolment. (See the Minimum Admission, Program and Degree Requirements section for program requirements, pages 27 - 35)

COURSES

The following is a list of courses offered within the Teacher Development program. Not all of t courses listed are offered in any given year.

CTL4000H Techniques for Improving Teaching

A critical review of current approaches to analysing teaching and an examination of theoretical literature on the concept of teachin The course involves reflection on one's own teaching. Students should be currently teachir or have access to a teaching situation.
B.S. Kilbourn

CTL4001H Facilitating Reflective Professional Development

Reflective practice is one means through whicl practitioners make site-based decisions and through which they continue to learn in their professions. This course will critically examine the research and professional literature concerning the meaning of and the processes involved in reflective practice. Additionally, as professional development is often associated with reflective practice, the course will also identify and examine professional developmen strategies which could facilitate reflective professional development. Students will critiqu these models by utilizing the concepts from the reflective practice literature.
L.M. Hannay

CTL4002H Constructive Feedback in Teaching

This course concerns observing and giving feedback to teachers; it is experiential and requires that students be able to observe and work with a colleague who is currently teaching. The focus is on developing the skills of in-depth systematic analysis of classroom teaching and the skills of sensitive, informed, one-to-one feedback. The course is particularly relevant to those with supervisory or professional development responsibilities.
Prerequisite: Permission of instructor.
B.S. Kilbourn

CTL4003H Teacher Development and School Improvement

This course examines various approaches to studying, describing, and explaining teacher development at different stages in a teacher's career (e.g., preservice, induction, inservice years). Particular emphasis is placed on the

lationship between teacher development licies, practices, and various approaches to hool improvement (e.g., inservice training, novation implementation, effective schools ojects). Generally, the course considers how acher development can improve schools and w school improvement initiatives can influence acher development.
M. Connelly

TL4004H From Student to Teacher: rofessional Induction

is course will critically examine the various nceptual and structural approaches to teacher lucation, including an inquiry-based, ansformative orientation. Participants engage their own inquiries, exploring the ways in which ey have constructed a professional knowledge their own lives, and in which other ofessionals in transition participate in their ofessional development. Theoretical erspectives, research methodologies and search findings are discussed for the rposes of deepening our understandings of r current teaching and research practices, and engaging in the ongoing construction and construction of professional knowledge.
I. Kooy

TL4005H Arts-Based Approaches to eacher Development

his course uses arts-based textual strategies uch as stories, self-narratives, poems, split xt, duologue, palimpsest, and visuals to xplore teacher-researcher development. As in postmodern Gothic mystery, development is epresented as a detective thriller with an ngoing contest between aspects of a teacher-elf and its context. The protagonists include he teacher I hope to become" and "missing or idnapped' parts of teacher-self" such as child-rtist. The antagonists include "the teacher I ear to remain" and "false, idealized teacher-elves". "The teacher I am" provides a staging oint for the next round of development. In a eries involving transformation, arrest, or esistance, any ending only provokes new eginnings.
.T.P. Diamond

CTL4006H Text, Values, and Teacher Development

This course examines contemporary literary and cultural theories regarding the meanings of a variety of texts. It helps participants to identify key texts of their lives and work and to examine the multiple meanings, inherent values, and possible implications within them. Ways in which the interpretations of texts reveal, reinforce, and challenge values in school and society are explored. Emphasis is placed upon the teacher as participant and mediator in the process of textual inquiry.
Staff

CTL4007H Language, Culture, and Identity: Using the Literary Text in Teacher Development

The literary text is used as a vehicle for reflection on issues of language and ethnic identity maintenance and for allowing students an opportunity to live vicariously in other ethnocultural worlds. The focus is on autobiographical narrative within diversity as a means to our understanding of the "self" in relation to the "other". The course examines the complex implications of understanding teacher development as autobiographical/biographical text. We then extend this epistemological investigation into more broadly conceived notions of meaning-making that incorporate aesthetic and moral dimensions within the multicultural/anti-racist/anti-bias teacher educational enterprise.
G. Feuerverger

CTL4008H Knowing and Teaching

This course examines how knowledge is developed, explores the relationships among different kinds of knowledge (e.g., moral, scientific, religious, aesthetic), and identifies the various philosophical bases of such school subjects as English, history, and math. It examines the relationship between issues about knowing and issues about teaching. For example, the questions of what and how we should teach are addressed from the standpoint of different kinds of "knowing." The course is oriented toward secondary school but is not confined to any particular subject-matter specialty. It is not assumed that students will have a background in philosophy.
B.S. Kilbourn

CTL4009H Multicultural Perspectives in Teacher Development: Reflective Practicum

This course will focus on the dynamics of multiculturalism within the individual classroom and their implications for teacher development. It is intended to examine how teachers can prepare themselves in a more fundamental way to reflect on their underlying personal attitudes toward the multicultural micro-society of their classrooms. Discussions will be concerned with the interaction between personal life histories and the shaping of assumptions about the teaching-learning experience, especially in the multicultural context. The course will have a "hands-on" component, where students (whether practising teachers or teacher/researchers) will have the opportunity to become participant-observers and reflect upon issues of cultural and linguistic diversity within the classroom.
G. Feuerverger

CTL4010H Action Research in Language and Learning

This course focuses on teachers' classroom-based research as a mode of professional development and is most appropriate for those interested in carrying out such research. Although the term "language" appears in the title, this is intended to indicate the principal kind of evidence that will be considered rather than to delimit the range of possible topics for investigation. Educational practitioners other than classroom teachers may also find action research relevant to the practice of their professional responsibilities. Particular attention will be given to such issues as topic selection, methodology, data collection and analysis, and the interpretation of evidence, as well as to the consideration of course members' specific areas of inquiry and of the role of action research more widely within the education system.
Prerequisite: Permission of instructor.
Staff

CTL4011H Teacher Effectiveness and School Renewal

The central idea of this course is that improvements in schooling cannot be externally imposed; rather, schools improve as teachers gradually fine-tune their craft, with support from other quarters. The course enlists the aid of experienced and beginning teachers in clarifying the role of the teacher and considering how it can be enhanced. Topics include: the goals of teaching, the teacher-student relationship, facilitating student learning, modifying the curriculum, combining academic learning with learning, building a class community, and teachers as researchers. The course links theory and practice, helping teachers develop their understanding of teaching by addressing questions of everyday practice.
C.M. Beck

CTL4012H Thoughtful Teaching and Practitioner Inquiry

This course will explore the view that teachers are "thoughtful practitioners", the primary ager of schooling. It will focus on the empowermen teachers through school-based inquiry and through a more adequate understanding of the teacher's role.
C. Beck

CTL4013H Comparative and Cross-Cultural Perspectives

In this course we explore differences in the wa "Knowledge", "Teaching" and "Learning" are constructed and understood in different cultures, and how these affect how teachers learn and promote learning, with particular emphasis on multicultural settings. An underlying theme is how one can best bring together a) narrative, and b) comparative/structural ways of knowing in orde to better understand teacher development in varying cultural/national contexts. The choice particular nations/regions/cultures on which to focus in the course responds to the experienc and interest of the students and the availability of useful literature regarding a particular geo-cultural area with respect to the basic themes the course.
Staff

CTL4797H Practicum in Teacher Development Program: Master's Leve

Supervised experience in an area of fieldwork, under the direction of faculty and field personn Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL4798H Individual Reading and Research in Teacher Development Program: Master's Level

Specialized study, under the direction of a staf member, focusing on topics of particular intere to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

TL4799H Special Topics in Teacher evelopment Program: Master's Level

course designed to permit the study (in a rmal class setting) of specific areas of teacher evelopment not already covered in the courses sted for the current year. (This course does not lfil the purpose of CTL4798, which is normally onducted on a tutorial basis.)
taff

TL4800H Seminar: Current Problems Teacher Development and Curriculum tudies:

he examination of a current topic or problem in eacher development and curriculum studies hrough an apprenticeship. Students will present ne or more seminar papers, or may use the ourse to develop a research proposal. Topics nd apprenticeship sites will vary from year to ear depending upon the interests of course embers.
.M. Connelly and staff

TL4801H Narrative and Story in esearch and Professional Practice

seminar on narrative and story telling in the tudy of educational experience. Narrative is xplored both as a fundamental form of xperience and as a collection of methods for e study of experience. Narrative traditions in terary, philosophical, psychological and rofessional literatures are studied. Review of ublished theses and dissertations. Students hould bring practical research agendas.
rerequisite: Permission of instructor.
.M. Connelly

TL4802H Doctoral Seminar in ualitative Research on Teaching

ritical examination of current qualitative aradigms of research on teaching. The course equires fieldwork research, which serves as the asis for seminar discussions. Students will ave the opportunity to develop and present esearch ideas.
rerequisite: Permission of instructor.
.S. Kilbourn

TL4803Y Women as Change Agents in ducational Systems

his course provides an overview of the xperiences of girls and women in educational stitutions from many perspectives. How omen have historically influenced the culture, limate, and curriculum of schools will be iscussed as well as the ways in which the ccupational culture and conditions of the work place, teacher ideology, and societal expectations act as barriers and blocks to change initiated by females. New possibilities for women to act as change agents by altering classroom interactions will be explored through revised methods of evaluation, and through the understanding that they can provide leadership whatever their role in the system. In considering how women may act as agents for change, the texts of film, novel, story, visual art, and our own lives will be drawn upon. Participants play an active role in the design of the course and in making use of it for their own development as teachers.
Staff

CTL4804H Alternative Theoretical Perspectives in the Study of Curriculum Practice and Teacher Development

A critical analysis of various theoretical perspectives used in classroom-based curriculum research, including those from psychology, analytic philosophy, sociology, and "curriculum theory." These are examined and assessed as they influence problem selection, the nature of resulting knowledge claims, and the relative power and usefulness of personal and professional development for curriculum development. Students are expected to make seminar presentations of developing thesis ideas.
Prerequisite: Permission of instructor
F.M. Connelly or staff

CTL4805H Arts-Based Thesis Inquires

This course enables teacher-researchers to represent, reflect on, and redirect their journeys as they prepare for and complete a field project/thesis proposal/thesis. Different perspectives on teacher knowledge, classroom practice, education, and research provide them with contrasting inquiry maps. Qualitative forms such as life history explore a person's context (the bios), while narrative, arts-based writing (the graphia) highlights personal experience (the auto). Narrative consists of different traditions, including anthropological, psychological, sociological and literary approaches. Arts-based narrative is a postmodern form that encourages researchers to use textual and visual forms (stories, poems, split text) to reconstruct experience. Such self-reflexive and collaborative inquiries promote professional development.
C.T.P. Diamond

CTL4997H Practicum in Teacher Development Program: Doctoral Level
Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Inquire at the department office at least two weeks before the beginning of term.
Staff

CTL4998H Individual Reading and Research in Teacher Development Program: Doctoral Level
Specialized study, under the direction of a staff member, focusing on topics of particular interest to the student. While course credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

CTL4999H Special Topics in Teacher Development Program: Doctoral Level
A course designed to permit the study (in a formal class setting) of specific areas of teacher development not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL4998, which is normally conducted on a tutorial basis.)
Staff

NOTE: The following course may also be of interest to students in the Teacher Development Program:

CTL1016H Cooperative Learning

COLLABORATIVE GRADUATE DEGREE PROGRAMS

The department of Curriculum, Teaching and Learning participates in the following collaborative graduate degree programs.

- Comparative, International and Development Education
- Environmental Studies
- Graduate Collaborative Program in Women's Studies (GCWS)

Additional information is available in the "Collaborative Graduate Degree Programs" section of this *Bulletin* (pages 221 - 224) and th School of Graduate Studies Calendar.

•Comparative, International and Development Education
Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education jointly offer graduate degree progra (M.Ed., M.A., Ed.D., Ph.D.) in Comparative, International and Development Education. Additional information is available in the "Collaborative Graduate Degree Programs" section (pages 221 - 222) and the School of Graduate Studies Calendar. Interested studen should forward an application to both the OISE/UT department(s) of their choice and the CIDE Program Coordinator. Prospective applicants are strongly encouraged to contact the CIDE Program Coordinator in advance of submitting their application.

For further information, contact:
Joseph P. Farrell, Head
Comparative, International, and Development Education Centre (CIDEC)
Telephone: 416-923-6641 ext. 2361
E-mail: jfarrell@oise.utoronto.ca
OR
Harriet Hori
CTL Graduate Studies Liaison
Telephone: 416-923-6641 ext. 2603
E-mail: hhori@oise.utoronto.ca

OURSES

he following is a list of courses offered by the epartment of Curriculum, Teaching and earning within the Comparative, International nd Development Education Collaborative rogram. Not all of the courses listed are offered any given year. Students should also see ourse lists under the other collaborative epartments' section of this *Bulletin*.

TL6000H Introduction to omparative, International, and evelopment Education

his course serves as the basic core course for e Institute's graduate studies concentration in omparative, international, and development ducation. It focuses upon the various eoretical conceptions of the socioeconomic evelopment process and the role of formal and on-formal educational programs within that ocess. The basic purposes of the course are introduce students to the comparative erature regarding education in advanced and eveloping nations, to evaluate the various ways which comparative data may be used, and to xamine the relative utility of various theoretical erspectives for understanding formal and non-rmal educational policy problems common to any societies.

P. Farrell and D.W. Livingstone

TL6001H The Planning, mplementation, and Evaluation of ccupational Training Institutions and rograms

his course will examine traditional and novative approaches to occupational training. oth pre-service and in-service program formats ll be studied. The underlying rationale, physical ructure, curricular concepts and content, structional strategies, budgetary processes, nd financial arrangements of all types of aining programs will be surveyed from a anning perspective. Methods of institutional nd program evaluation will be studied. A case-udy approach will be utilized to compare rious types of programs and institutions from a oss-national perspective. The evaluations of e Colleges of Applied Arts and Technology in ntario will be studied and compared with cupational education programs in operation sewhere.

N. Wilson or staff

CTL6002H Education and Social Development

This course examines the linkages between education, both formal and non-formal, and the social development of nations, with particular focus on the process of educational policy formation for both developing nations and developing sub-areas within richer nations. The course aims to acquaint students with the main competing "theories" or conceptualizations of the development process and, through examination of a representative set of recent empirical studies and "state of the art" papers, to develop an understanding of the relationships between educational activities and programs and various aspects of social development, with an overall focus on problems of social inequality. The overarching objective is to help develop a better understanding of how, in confronting a particular educational policy problem, one's own theoretical preconceptions, data about the particular jurisdiction, and comparative data about the problem at hand interact to produce a policy judgment.

J.P. Farrell or staff

CTL6003H Comparative Education: The Development of Third World Educational Systems

This course provides opportunities to study the development of Third World educational systems from a pragmatic perspective. Students are given the opportunity to learn how to organize a country study, develop a database and/or "profile" of an educational system, and analyse aspects of national educational development. Relevant development education theories will be examined and related to actual development experience in a case-study format. A comparative perspective will enable students to relate developments in one or more nations/regions to problems in less-developed nations. Group interactions and learning are encouraged in order to share the experiences of course participants from various nations or with experience in developing nations. Participants lacking such experience, but having an interest in developing nations, are encouraged to learn from such group interactions. Methodologies for undertaking both country studies and comparative studies constitute the terminal learning objectives of this course.

D.N. Wilson or staff

CTL6797H Practicum in Comparative, International and Development Education Program: Master's

Supervised experience in an area of fieldwork, under the direction of faculty and field personnel. Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks before the beginning of the session.
Staff

CTL6798H Individual Reading and Research in Comparative, International and Development Education Program: Master's Level

A course designed to permit the study of a specific area not already covered in the courses listed for the current year.
Staff

CTL6799H Special Topics in Comparative, International & Development Education Program: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas of comparative, international and development education not already covered in the courses listed for the current year. (This course does not fulfil the purpose of CTL6798, which is normally conducted on a tutorial basis.)
Staff

CTL6800H Controversial Issues in Development Education

This is an advanced-level doctoral seminar designed to permit students to explore in considerable depth a few currently controversial issues with respect to the role of educational activities and programs in national development, with particular focus on developing nations and developing areas within richer nations. The particular issues chosen for analysis in any given year are selected by the students. Students are expected, through seminar presentations, to identify the key arguments or "positions" with reference to a controversy of interest to them, and to analyse and evaluate those positions using both relevant theory and available empirical data.
D.N. Wilson or staff

CTL6801H Methodologies for Comparing Educational Systems

This course is designed for prospective or practising researchers who wish to use comparative data in their work. Problems in b the acquisition and the use of such data will b considered. Topics will range from the practic problems of gathering data in a foreign countr the analytic tools available for analysing large volumes of data from many countries. Particu attention will be paid to (a) the special analytic problems faced when using comparative data and (b) the use of comparative data to test propositions and to develop theory in educati
Staff

CTL6997H Practicum in Comparative International and Development Education Program: Doctoral

Supervised experience in an area of fieldwork under the direction of faculty and field person Arrangements for this practicum are made through the Practicum Coordinator. Inquire at the department office at least two weeks befo the beginning of the session.
Staff

CTL6998H Individual Reading and Research in Comparative, Internatio and Development Education Program Doctoral Level

A course designed to permit the study of a specific area not already covered in the cours listed for the current year.
Staff

CTL6999H Special Topics in Comparative, International and Development Education Program: Doctoral Level

A course designed to permit the study (in a formal class setting) of specific areas of comparative international and development education not already covered in the courses listed for the current year. (This course does n fulfil the purpose of CTL6998, which is normall conducted on a tutorial basis.)
Staff

vironmental Studies Collaborative ogram

e Department of Curriculum, Teaching and arning is one of several U of T departments to llaborate with the Institute of Environmental udies to offer M.A., M.Ed., Ph.D. and Ed.D. ograms. Typically, between two and four urses are chosen from the graduate courses ed with the Institute of Environmental udies. Courses of particular interest include:

S1001F	Environmental Decision Making
S1002S	Environmental Management Case Studies
S1200S	Current Issues of Environmental Change
S1202S	Environmental Issues in Developing Countries
S1700H	Ecological Economics
S1701F	Environmental Law
S1705F	Corporate Perspectives on the Environment
V1201S	Politics, Bureaucracy and the Environment
V2147F	Environmental Philosophy
E1901F	Technology, Society and the Environment

ernships for students are sometimes available ough the Institute for Environmental Studies. erested students should forward an plication to both the CTL Department and the stitute for Environmental Studies.

r further information, consult the School Graduate Studies Calendar, and contact:

vid Selby
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ernational Institute for Global Education
2 Bloor Street West
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lephone: 416-923-6641 ext. 4540
mail: dselby@oise.utoronto.ca
ND/OR
nna Workman
S Graduate Student Advisor
stitute for Environmental Studies
Willcocks Street, Suite 1022
ronto, Ontario M5S 3E8
lephone: 416-978-7077
x: 416-978-3884
mail: ies.gradinfo@utoronto.ca
ebsite: www.utoronto.ca/env/ies.htm

•Graduate Collaborative Program in Women's Studies (GCWS)

The Department of Curriculum, Teaching and Learning is one of several University of Toronto departments to participate in the Graduate Collaborative Program in Women's Studies (GCWS), offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship.

The program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. Courses of particular interest include:

CTL1011H	Anti-Discriminatory Education in School Settings
CTL1012H	Curriculum for Girls and Young Women: Historical and Contemporary Issues
CTL1101H	Arts and Education: Practice and Theory
CTL1300H	Curriculum, Popular Culture, and Social Differences
CTL1309H	Les stereotypes sexuels dans les progrmmes scolaires
CTL1310H	Feminist Theory, Identity Politics and Contemporary Educational Thought
CTL1311H	Gender, Education and Nationhood: An international Feminist Dialogue
CTL1312H	Democrative Citizenship Education
CTL1313H	Gender Equity in the Classroom
CTL1840H	Gender Issues in Mathematics, Science, and Technology

All programs of study should be planned in consultation with Jo-Anne Dillabough/Elizabeth Smyth, program advisors in the CTL Department, and with Sheila Neysmith, GCWS Coordinator of Graduate Studies. Further information is also available from the School of Graduate Studies Calendar.

(see next page for further information)

For further information, contact:
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Email: jdillabough@oise.utoronto.ca
OR
Prof. Sheila Neysmith
GCWS Coordinator of Graduate Studies
Innis College, Room 232
2 Sussex Avenue
Toronto, Ontario M5S 1J5
Telephone: 416-978-3668
Email: grad.womenstudies@utoronto.ca
Website: www.utoronto.ca/womens

HUMAN DEVELOPMENT AND APPLIED PSYCHOLOGY (HDAP)

The faculty of the Department of Human Development and Applied Psychology is the strongest concentration of developmental psychologists in a single department in Canada. Our commitment is to applications of developmental research in education and in clinical issues affecting children, adolescents, and young adults. Among us are a number of very distinguished senior scholars, whose accomplishments have made us highly visible in the international research community. We currently offer the following graduate programs:

- Child Study and Education (M.A.), based at the Institute of Child Study, an initial teacher education program leading to the Ontario Teachers Certificate of Qualification and an M.A.

- Human Development and Education (M.Ed., M.A., Ed.D. and Ph.D.), a program with concentrations in Adaptive Instruction and Special Education, Applied Cognitive Science and Early Childhood.

- Master of Teaching in Human Development and Curriculum (M.T.), an initial teacher education program leading to the Ontario Teachers Certificate of Qualification and a Master of Teaching degree.

- School and Clinical-Child Psychology (M.A. and Ph.D.), a program intended to fulfil the academic requirements for registration as a psychological associate and psychologist.

In addition to the information provided on the following pages, the specific requirements for each program are described in more detail in a booklet titled *Department of Human Development and Applied Psychology Program Guidelines.* Students are expected to consult the *Program Guidelines* for specific policies governing their programs. Copies of the *Program Guidelines.* are available in the department.

GENERAL INFORMATION

- For information about **application** procedures and forms contact:
  OISE/UT Registrar's Office
  Graduate Studies Admissions Unit, Room 485
  Telephone: 416-923-6641 ext. 2663/2664
  Telephone: 1-800-785-3345
  E-mail: gradstudy@oise.utoronto.ca
  Website:
  www.oise.utoronto.ca/depts/hdap/index.html

- For information about **registration** contact:
  Christine Fung, Liaison Officer, Registrar's
  Office Graduate Studies Registration Unit,
  Telephone: 416-923-6641 ext. 2665
  E-mail: cfung@oise.utoronto.ca

ACADEMIC INFORMATION

For **academic** information, contact:

- **Child Study and Education**
  Elizabeth Rentzelos
  Telephone: 416-934-4525
  E-mail: ics.info@oise.utoronto.ca

- **Human Development and Curriculum**
  Marisa Freire
  Telephone: 416-923-6641 ext. 2422
  E-mail: mfreire@oise.utoronto.ca

- **Human Development and Education**
  Kathleen Kiang
  Telephone: 416-923-6641 ext. 2224
  E-mail: kkiang@oise.utoronto.ca

- **School and Clinical-Child Psychology**
  Diana Robinson
  Telephone: 416-923-6641 ext. 2414
  E-mail: jdrobinson@oise.utoronto.ca

Graduate Studies Liaison
Nancy Smart
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CHAIR OF THE DEPARTMENT

Keith Oatley, Ph.D. (London)
Professor, cross-appointed to the Department of Psychology and to University College
(cognition and emotion; human/computer interaction; psychology of narrative literature)

ASSOCIATE CHAIR OF THE DEPARTMENT

Mary Louise Arnold, Ed.D. (Harvard)
Associate Professor,
(adolescent development; sociomoral reasoning; values acquisition; identity formation; ethical dimensions of teacher-student relations)

FACULTY

Janet W. Astington, Ph.D. (Toronto)
Professor, cross-appointed to the Departmen
Psychology and to University College
(cognitive and linguistic development; childre
theory of mind; developmental psychology an
education)

Carl Bereiter, Ph.D. (Wisconsin)
Professor and Co-Director, Programs and Research, Education Commons
(cognitive processes in school learning;
instructional psychology; applied epistemolog
innovative learning technologies)

Andrew Biemiller, Ph.D. (Cornell)
Professor
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Carl Corter, Ph.D. (North Carolina)
Professor and Associate Dean, Research and Field Activities, cross-appointed to the Department of Psychology
(kindergarten education; parenting; sibling an
family relationships; infant development)

Alister Cumming, Ph.D. (Toronto)
Associate Professor, cross-appointed from th
Department of Curriculum, Teaching and Learning
(English as a second/foreign language; langua
learning; instruction and curriculum; writing in
second languages; evaluation; applied cogniti
science)

Joseph Ducharme, Ph.D. (Toronto)
Associate Professor
(prevention and treatment of behavioural disorders associated with child psychopathologies; compliance; parent, teach
and staff training)

Michel Ferrari, Ph.D. (UQAM)
Assistant Professor and Head of Centre for Applied Cognitive Science
(development of academic excellence in the s
domain-expertise; professional ethics; conceptual change; evolution and theory of mind)

sther Geva, Ph.D. (Toronto)
rofessor, cross-appointed to the Department of
urriculum, Teaching and Learning
ognitive and linguistic processes in normally
chieving and in learning disabled children;
eading processes in first and second language;
arning disabilities in bilingual/multicultural
ontexts; research design and evaluation)

ennifer Hardacre, Ed.D. (Nova)
enior Lecturer
lay as a learning medium; teacher education;
onstructivist teaching)

**homas W. Humphries, Ph.D.
lorthwestern)**
djunct Professor and Associate Professor,
epartment of Paediatrics, seconded to
ISE/UT
earning disabilities; treatment intervention;
arning and behavioural correlates of medical
onditions)

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ssociate Professor, cross-appointed to the
epartment of Psychology
ocial and emotional development; family
teraction; child psychopathology)

nne Jordan, Ph.D. (Toronto)
ofessor, cross-appointed from the Department
Curriculum, Teaching and Learning
olicies and practices in special education
livery; teacher development through
llaborative consultation and resource support)

aniel Keating, Ph.D. (Johns Hopkins)
ofessor
uman development; cognitive and social
ocesses in developmental diversity)

arc Lewis, Ph.D. (Toronto)
ofessor
ognitive development; emotional development;
gnition/emotion interactions in development;
lf-organizing developmental systems)

ncy Link, Ph.D. (Toronto)
cturer, Clinical Director, School and Child
nical Program
ersonality assessment; emotional
velopment)

Solveiga Miezitis, Ph.D. (Toronto)
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(school psychology; models of service delivery; preventive practices and dynamics of change; social/emotional relationships and depression in schools; ethnic identity development)

Carol Musselman, Ph.D. (Michigan)
Professor, cross-appointed to the Department of Speech Pathology
(linguistic and social development of deaf children and adolescents; education of children with communication disorders)

David R. Olson, Ph.D. (Alberta)
Professor and Head, cross-appointed to the Department of Linguistics and to University College
(language development; cognitive development; cognition and literacy)

Janette Pelletier, Ph.D. (Toronto)
Assistant Professor
(early childhood development and education; early French immersion; teacher beliefs and practices; theory of mind and schooling)

Joan Peskin, Ph.D. (Toronto)
Assistant Professor
(children's theory of mind; expertise in literary reading; cognition and instruction)

Michele Peterson-Badali, Ph.D. (Toronto)
Assistant Professor
(children's understanding of social phenomena and institutions [e.g. legal, medical]; legal knowledge and reasoning; children's rights; young offenders; social policy relating to youth justice)

Marlene Scardamalia, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Curriculum, Teaching and Learning
(research on cognitive processes; intentional learning; the design of computer-supported intentional learning environments)

Keith E. Stanovich, Ph.D. (Michigan)
Professor, cross-appointed to the Department of Curriculum, Teaching and Learning
(the psychology of critical thinking; reading and reading problems; theories of reading and literacy in children and adults)

Conchita Tan-Willman, Ph.D. (Minnesota)
Professor, and President/Founder
PRIME Mentors of Canada
(creativity; mentors and mentoring; moral development; teacher development)

Richard Volpe, Ph.D. (Alberta)
Professor and Interim Co-Director, Institute of Child Study
(human development; self-concept; social cognition; family relations; child abuse; theory, policy and practice connections; prevention and human services delivery; school/community interface; history and systems; evaluation research; qualitative methods)

Judith Wiener, Ph.D. (Michigan)
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(social and affective development of children, adolescents, and adults with learning disabilities, ADHD and other exceptionalities; psychoeducational assessment; classroom-based counselling approaches)

Dale M. Willows, Ph.D. (Waterloo)
Professor, cross-appointed to Curriculum, Teaching and Learning
(basic processes in reading; reading/writing disabilities; classroom reading/writing instruction; assessment and remediation approaches to written language difficulties)

Earl Woodruff, Ph.D. (Toronto)
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ASSOCIATED FACULTY

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Margot Taylor, Ph.D. (McGill)
Neurophysiologist, The Hospital for Sick Child

DJUNCT CLINICAL SUPERVISORS - chool and Clinical-Child Psychology ogram

ENIOR CLINICAL SUPERVISORS

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ychologist, Child & Adolescent Services

t Caspary, Ph.D. (Waterloo)
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ster Cole, Ph.D. (Toronto)
am Coordinator, Psychological Services
ronto Board of Education

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ychologist, Surrey Place Centre

therine Grimes, Ph.D. (York)
oordinator-Developmental Evaluation Clinic
istletown Regional Centre

nice Hansen, Ph.D. (York)
ychologist, Bloorview Macmillan Centre

erri Mackay, Ph.D. (York)
ychologist, The Hincks-Dellcrest Centre

ne E. Mellers, Ph.D. (Ohio State)
nsulting Director, Markham Stouffville Family

tza Perlman, Ph.D. (Toronto)
rector, Children Youth Division
rrey Place Centre

chael Schwartz, Ph.D. (York)
ychologist, Scarborough General Hospital

nne Sinclair, Ph.D. (York)
ychologist, Surrey Place Centre

rmot Stewart, Ph.D. (York)
ychologist, Toronto Catholic District School
ard

ne Taylor, Ph.D. (Toronto)
ychologist, Toronto Hospital, Western Div.

nneth Zucker, Ph.D. (Toronto)
nior Psychologist, Center for Addiction &
ntal Health

•CLINICAL SUPERVISORS

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Psychologist (Private practice)

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Senior Psychologist, York Region District School Board

Nehama Baum, Ph.D. (Toronto)
Clinical Director, Muki Baum Association

Yvonne Bohr, Ed.D. (Toronto)
Manager, Aisling Discoveries

Mary Caravias, Ph.D. (Toronto)
Psychologist, Toronto District School Board

Robin Holloway, Ph.D. (Toronto)
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Karen Leitner, Ph.D. (Toronto)
Senior Psychologist, York County Hospital

Keith Marchessault, Ph.D. (Concordia)
Psychologist, Learning Associates of Montreal

Mary-Anne McCarty-Mayor, Ph.D. (Toronto)
Psychologist, Toronto Catholic District School Board

Susan Mockler, Ph.D. (York)
Psychologist, Hincks-Dellcrest Centre

Shrine Persad, Ed.D. (Toronto)
Psychologist, Toronto District School Board

Erin Picard, Ph.D. (Windsor)
Psychologist, Bloorview-Macmillan Centre

Terryl Portigal, Ph.D. (York)
Psychologist, The George Hull Centre

Chris Webster, Ph.D. (Dalhousie)
Senior Research Consultant, Earlscourt Child & Family Center

James Worling, Ph.D. (Toronto)
Psychologist, Thistletown Regional Centre

PRACTICUM SUPERVISORS

Carol Hennessy, Ed.D. (Toronto), Coordinator
Aimee Wolanski, M.Ed. (Toronto)

LABORATORY SCHOOL STAFF

(based at the Institute of Child Study)

E. Morley, B.A. (Wilfrid Laurier), Dip.C.S. (Toronto), Principal
A.C. Cassidy, B.A. (Concordia), Dip.C.S. (Toronto)
B. Caswell, B.A. (Trent), Dip.C.S. (Toronto)
J. Comay, B.A., M.A., Dip. C.S. (Toronto)
C. Durand, Dip. Art (Paris), F.T.Cert. (Toronto)
C. Halewood, B.A., B.Ed. (Toronto), E.C.E.
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E. Paton, B.A. (Queen's), B.Ed. (Toronto)
R. Reeve, B.A., B.Ed. (Queen's)
S. Schwenger, B.A. (Western), M.Ed., M.S.W. (Toronto)
R. Shaw, B.A. (Queen's), Dip. C.S. (Toronto)
R. Smith, B.A. (Toronto)
C. Stephenson, B.A., Dip. C.S. (Toronto)
E. Weininger, B.A., Dip. C.S. (Toronto)

Infant Centre

B. Flint, M. A., Dip. C.S. (Toronto), Professor Emerita
S. Freeman, B.A. (York), Dip. C.S. (Toronto)

PROFESSORS EMERITI

Betty Flint, M.A. (Toronto)
Denis Shackel, Ph.D. (Toronto)

ASSOCIATE PROFESSORS (Retired)

Peter Lindsay, Ph.D. (Toronto)
Uri Shafrir, Ph.D. (York)

GENERAL DEPARTMENTAL ADMISSION INFORMATION

See program sections for specific admission requirements.

Students are selected on the basis of academic standing, letters of recommendation, Statement of Intent, and relevant experience.

With the exception of the M.Ed. program, the department does not ordinarily consider applications for admission to degree program commencing in January. Students may begin the M.Ed. program in September, January, or July.

Most applicants apply to only one of the department's programs. However, applicants are permitted to apply to two programs. Thos applying to two programs should clearly designate the programs and the order of preference. Applications will not be reviewed until this information is provided. Requests fc transfer from one program to another after admission are normally considered each year a pool with all other applicants to the program. See the department's *Program Guidelines* booklet for more information. Note that even i students requesting a transfer meet the basic requirements of the program they wish to ente the request may be refused due to the competitive nature of the admission process.

Statement of Intent

Applicants for degrees that include a thesis should include with their application a researc statement of one or two pages describing thei research experience and interests, and as fa is possible at this stage, a plan for the resear that they would like to conduct, including the methods to be used and the population to be studied. Applicants for degrees without a the should write a statement describing their interests, accomplishments and aspirations i the relevant field.

For information about financial support for students see pages 246 - 251. Applicants sh note that although some students do receive financial support from OISE/UT, such suppor very limited and many students are unsuccessful in their attempt to secure fundi through OISE/UT.

INTERDEPARTMENTAL GRADUATE SPECIALIZATIONS AND FOCI

Arrangements are in place for students to foc on certain topics that cross departmental boundaries. These are:

- **Adaptive Instruction,** page 227
- **The Nature and Development of Literacy,** page 233

HILD STUDY AND DUCATION

STER OF ARTS

Child Study and Education program is based
ie Institute of Child Study, a centre of
essional teacher training and research in
dhood and education, including a laboratory
ool.

core assumption of this graduate teacher
cation program is that successful teaching
lves an understanding of how children's
acities, concerns, and behaviour change
age; how children's individual differences
to reflect developmental changes; and how
dren's social and physical environments
ence their development.

aim is to acquaint students with educational
developmental theory and research that is
vant to educational settings, showing how
research can inform classroom
tice. Students also learn how to objectively
ly children, including both practical
essment and formal methods of inquiry.
se areas of knowledge must be combined
knowledge of effective teaching methods
teaching environments so that educational
tices can build on children's current levels of
elopment.

program is offered in two streams: two-year
one-year.

-Year Program

two-year M.A. is a unique, research-based
her education program. Eligible graduates
recommended to the Ontario College of
chers for an Ontario Teachers Certificate of
lification. This qualifies the holder to teach
ie **primary and junior divisions** of
ario Schools. Graduates are also
mmended for Part 1 of the three-part
lification in Primary Education. Graduates
be eligible for Part 2 of the three-part
lification in Primary Education following one
r's successful teaching experience as
sted by the appropriate supervisory officer.

During their first year, students will complete 4 six-week half-day placements in classrooms , including: kindergarten/early childhood, grade 1-3, and grade 4-6, plus at least one other six-week placement. In their second year of study, students will complete a 3.5-month full-time internship in an elementary classroom.

Students who may wish to teach in the Roman Catholic Separate Schools of Ontario are required to take a religious education certificate course in addition to their regular electives. The course is offered by the Catholic Office of Religious Education. Students interested in this option should inform the program secretary during registration.

Two further areas of concentration may be elected:

- **Special Education, Part 1**
  Students wishing to be eligible for Part 1 of the three-part qualification in Special Education will complete at least one six-week placement in a special education setting in their first year of study. In their second year of study, they will elect courses HDP2280H (Introduction to Special Education and Adaptive Instruction) and HDP1285H (Psychology and Education of Students with Learning Disabilities) or another approved special education course.

- **Qualifying Research Paper**
  Students planning further graduate study in the foreseeable future are advised to consider a Qualifying Research Paper (QRP). They need to find a QRP supervisor (program staff are committed to supervising a total of at least ten QRPs a year), elect course HDP1209H (Research Methods and Thesis Preparation in Human Development and Applied Psychology) in their first year of study, and elect a research group or independent study course as part of their second year of study while working on their QRP.

It will not normally be possible to complete both the Special Education qualification Part 1 and a QRP within the context of 16 half-courses. Similarly, students without prior empirical research training will not be able to complete a QRP within the context of 16 half-courses.

Admission Requirements

Admission to the two-year M.A. program normally requires preparation equivalent to a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better**. In addition, applicants are expected to have experience working with groups of children, preferably in responsible positions. Selected candidates will be interviewed in most cases.

Applicants should include the following information in addition to the standard application requirements:

1. one or two professional references from places where the applicant has worked with children
2. a list of all experiences working with children, their duration, and whether they were on a paid or volunteer basis
3. the Statement of Intent including information about prior work with children and research interests regarding children that have led to an interest in this program

Because candidates are applying to a teacher education program they also need to submit the following items with their application:

1. a photocopy of a Canadian birth certificate, or, in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
2. a photocopy of a certificate of change of name where applicable
3. satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE: Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.

NOTE: A criminal record check is required for certification by the Ontario College of Teachers.

Program Requirements

The two-year M.A. program is comprised of th equivalent of 16 half-courses, including prac and is normally undertaken on a full-time bas The required courses are:

HDP2200	Child Study: Observation, Evalua and Reporting
HDP2201	Childhood Education Seminar (full course)
HDP2202	Childhood Education Seminar II: Advanced Teaching
HDP2210	Introduction to Curriculum (full course)
HDP2211	Theory and Curriculum I: Languag and Literacy
HDP2212	Theory and Curriculum II: Childre Epistemologies in Mathematics ar Science
HDP2220	Teaching Practicum (full course)
HDP2221	Advanced Teaching Practicum (full course)
HDP2230	Designing Educational Programs

The remaining three courses are electives. In addition, students must demonstrate a knowledge of the acts and regulations respecting education in Ontario. Registratior the second year is contingent upon successf completion of all first year work.

One-Year Program

This program is offered only to students who a two-year Diploma in Child Study with a concentration in Childhood Education or Earl Childhood Education from the University of Toronto. The one-year M.A. program is intenc to further develop an academic-inquiry orient approach to children and learning. The progra will also provide good preparation for student who may be interested in pursuing further graduate study.

Students who may wish to teach in the Romar Catholic Separate Schools of Ontario are required to take a religious education certific course in addition to their regular electives. T course is offered by the Catholic Office of Religious Education. Students interested in t option should inform the program secretary during registration.

mission Requirements
addition to the admission requirements stated
viously for the two-year program, applicants
he one-year M.A. program must also hold a
-year Diploma in Child Study with a
ncentration in Childhood Education or Early
ildhood Education from the University of
ronto.

ogram Requirements
e one-year M.A. program is comprised of eight
f-courses and may be undertaken on a full- or
t-time basis. The required courses are:

P2211	Theory and Curriculum I:
nguage	and Literacy
P2212	Theory and Curriculum II: Mathematics and Science

e remaining courses are electives. For
dents who may be interested in further
duate study, it is strongly recommended that
y include as part of their elective courses a
irse in research design and measurement and
ourse in statistics, plus complete a Qualifying
search Paper (QRP) that includes empirical
d work.

HUMAN DEVELOPMENT AND EDUCATION

This program will provide an opportunity for students to construct an overall perspective on human development and its implications for educational practice. Students are required to take core courses in human development and research design. Courses emphasize typical and atypical development in the cognitive and emotional domains, the impact of culture, family and social relationships on development, the role of formal and informal modes of learning, applied cognitive science; and strategies for modifying developmental outcomes and accommodating individual differences. The M.Ed. and Ed.D. programs are designed for the reflective teacher or other practitioner in education or related fields. The M.A. and Ph.D. programs are designed for students who wish to pursue an academic or research-based career.

Students are advised to carry out their studies within a specialization. The intent of the specializations is to guide students with specific interests into courses that might address those interests, and to ensure that their program of study has some coherence. If a student wishes to develop a focus of studies in an area other than those listed below, they may do so in consultation with their advisor. Students are strongly encouraged to designate a specialization at the time of application to the program. The three specializations are:

- **Adaptive Instruction and Special Education**
  Students selecting this specialization develop an understanding of developmental diversity and the educational strategies that make learning accessible to children and adults with special needs.

  Also associated with this specialization is the Adaptive Instruction Interdepartmental Specialization, page 227.

- **Applied Cognitive Science**
  Cognitive Science is a research-oriented specialization, emphasizing an apprenticeship approach. It focuses on research on human cognition, broadly conceived, encompassing the emotional and cultural as well as the more purely intellectual aspects of mental functioning.

Research topics presently investigated by faculty members include thinking and reasoning, models of mind, language and literacy, emotion and personality, self-awareness and self-regulation, critical thinking, neural bases of cognition and learning, consciousness, and computer-assisted learning environments. These and related issues are generally studied in relation to human development, educational practice, or both. Whether students plan an academic research career or a career in a more applied setting, they are encouraged to involve themselves in the research programs of members of the Centre for Applied Cognitive Science.

•Early Childhood
This specialization is concerned with the psychological, social, and/or educational analysis of infancy and childhood, as approached primarily from the perspective of developmental and educational psychology. Courses in this specialization emphasize child development research and theory (including cognitive, emotional, and social development), classroom practice and other educational issues, risk for and prevention of negative outcomes including psychopathology, special needs and environments, and the role of the family environment. The focus is particularly on infants and young children, though later developmental periods are also addressed.

MASTER OF EDUCATION

The M.Ed. program is designed primarily for students with teaching qualifications and experience who are working in the school system or in early childhood education settings, and for professionals working in community literacy programs, special needs offices in postsecondary institutions, and in other settings with children or adults with disabilities. The program is intended to help the student reflect on their practice and to further the development of their professional skills by integrating theory and practice.

Admission Requirements

Admission to the M.Ed. program normally requires a preparation equivalent to a University of Toronto three-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better**. Applicants specifying a specialization in Adaptive Instruction and Special Education normally possess a teaching certificate and have one year of relevant professional experience. Applicants specifyin specialization in Early Childhood Education normally possess a teaching certificate or a certificate in early childhood education and ha one year of relevant professional experience.

Program Requirements

The M.Ed. program is comprised of ten half-courses and a comprehensive examination ar may be undertaken on a full- or part-time basis Required courses (to be taken in the first year program) are:

HDP1200	Foundations of Human Developme and Education
HDP2293	Interpretation of Educational Research.

Students who have not had a previous course human development will be required to take HDP1201 (Child and Adolescent Development an alternative course in adult development as one of their ten half-courses. It is recommend that during their program students focus on a specific domain of study. They may do so by taking required courses within a concentration described above. Alternatively, in consultatio with their advisor, students may take at least four half-courses within a domain of study whi they identify.

MASTER OF ARTS

The M.A. program is designed primarily for students who wish to pursue a career in research, university or community college teaching, and related activities. As an apprenticeship approach is favoured, student are expected to become closely involved in th research of one or more members of the department.

Admission Requirements

Admission to the M.A. program normally requir a preparation equivalent to a University of Toronto four-year bachelor's degree in arts, science, or a helping profession. Although mo applicants will have a four-year bachelor's degree in Psychology, applicants with a four-year bachelor's degree in Cognitive Science, Computer Science, Linguistics, or a helping profession such as Occupational Therapy, Speech and Language Pathology, Physiotherapy, Nursing, Social Work or other a relevant to their specific program of study also eligible to apply for admission. The ıal admission standard is standing equivalent a University of Toronto **mid-B or better**.

ɔgram Requirements

e M.A. program is comprised of six half- ırses and a thesis and is normally undertaken a full-time basis. Under exceptional umstances students may be permitted to lertake the program on a part-time basis; a ailed case for such permission must be mitted with the admission application.

quired courses (to be taken in the first year of program) are:

P1200	Foundations of Human Development and Education
P1206	Proseminar in Human Development and Applied Psychology
P1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology.

dents who have not had a previous course in ıan development will be required to take P1201 (Child and Adolescent Development) or alternative course in adult development as of their six half-courses. It is recommended during their program students focus on a cific domain of study. They may do so by ng required courses within a specialization cribed above. Alternatively, in consultation their advisor, students may take at least e half-courses within a domain of study ch they identify.

CTOR OF EDUCATION

Ed.D. program is designed primarily for cators who have demonstrated their practical abilities in a variety of educational settings who intend to continue their professional eers as field-oriented leaders.

nission Requirements

nission to the Ed.D. program normally ıires a University of Toronto master's degree ducational Psychology, Special Education or ivalent (including Adaptive Instruction, lied Developmental Psychology, Early dhood Education, or Instruction and Special cation). The usual admission standard is ıding equivalent to a University of Toronto **A- etter** (in the master's degree). Applicants with a master's degree in other specializations in Adult Education, Applied Psychology, or Curriculum are also eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the program.

Program Requirements

The Ed.D. program is comprised of eight half-courses, an internship and a thesis. While students may begin the program on a part-time basis, a minimum of one year of full-time study is required. Often students build a leave of absence or sabbatical from outside employment into their Ed.D. program; it is highly recommended that students use such time to complete the thesis requirement, not coursework. Required courses are:

HDP3200	Research Proseminar on Human Development and Applied Psychology

plus either

HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology

OR

HDP3226	Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology.

It is recommended that students take HDP3200 near the beginning of their program, and HDP1209 or HDP3226 when they are developing a thesis proposal. For students who have an insufficient background in human development it is highly recommended they take HDP1201 (Child and Adolescent Development) or an alternative course in adult development as one of their eight half-courses. The remaining courses are electives and are selected in consultation with the students' advisor.

DOCTOR OF PHILOSOPHY

The Ph.D. program emphasizes knowledge in several disciplines related to theory and research in the area of Human Development and Education. The program is designed for students who wish to pursue a career in university or community college teaching, and careers that require advanced skills in research and evaluation. As an apprenticeship approach is favoured, students are expected to become closely involved in the research of one or more Faculty members of the department.

Admission Requirements

Admission to the Ph.D. program normally requires preparation equivalent to a relevant University of Toronto four-year bachelor's degree and a master's degree in Educational Psychology, Developmental Psychology, Cognitive Psychology, Special Education or equivalent (including Adaptive Instruction, Applied Cognitive Science, Applied Developmental Psychology, Child Study and Education, Early Childhood, or Instruction and Special Education) with standing equivalent to a University of Toronto **A- or better** (in the master's degree). Applicants with master's degrees in other areas such as Adult Education, Anthropology, Computer Science, Curriculum, Philosophy, or a profession such as Speech and Language Pathology, Nursing, Social Work, Physiotherapy, or Occupational Therapy are also eligible to apply for admission, but may have to complete additional courses to fulfil master's level requirements. Students who have not done a master's thesis will be required to submit a Qualifying Research Paper prior to final admission to the program.

Program Requirements

The Ph.D. program is comprised of six half-courses, a comprehensive examination and a thesis, and is normally undertaken on a full-time basis. Required courses (to be taken in the first year of the program) are:

HDP3200	Research Proseminar on Human Development and Applied Psychology
HDP3226	Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology.

For students who have an insufficient background in human development it is highly recommended that they take HDP1201 (Child and Adolescent Development) or an alternative course in adult development as one of their six half-courses. The remaining courses are electives and are selected in consultation with the student's advisor.

Additional Teacher Education Qualifications in Special Education

Students interested in additional qualificatio
for teachers should note the following:

For students who have an Ontario Teachers
Certificate of Qualification, certain courses h
been granted equivalence for Part I and/or P
of the program leading to the Ontario College
Teachers three-part qualification in Special
Education. Students should consult the
department's *Program Guidelines* booklet an
their advisor regarding which courses are
accepted for these additional qualifications.
Additional qualifications are granted solely b
the College; **students must apply direc
to the College for course credits.**

For more information contact:

Ontario College of Teachers
121 Bloor Street West, 6th Floor
Toronto, Ontario M4W 3M5
Telephone: 416-961-8800
Fax: 416-961-8822
Website: www.oct.on.ca

ASTER OF TEACHING IN UMAN DEVELOPMENT ND CURRICULUM (M.T.)

ogram Co-coordinators
Woodruff (HDAP Department)
McDougall (CTL Department)

re Faculty
Ferrari
Peterson
Rolheiser

sociate Faculty
. Arnold
Goldstein
Jordan
Kelly
Scardamalia
Smyth

Departments of Curriculum, Teaching and rning, and Human Development and Applied chology offer a two-year Master of Teaching ree in Human Development and Curriculum. n successful completion of this program, dents will be awarded a Master of Teaching T.) degree and a recommendation to the ario College of Teachers for an Ontario chers' Certificate of Qualification which lifies them to teach in either the primary and or divisions or the junior and intermediate sions of Ontario schools. The cooperating artments contribute courses, provide lities and provide supervision for graduate earch. Students are admitted to the program ugh either of the two departments.

Human Development and Curriculum gram offers students a unique educational ortunity for teacher qualification with anced theoretical knowledge and research s. The program provides students with a ng conceptual grounding in human elopment, cognitive psychology, educational nology, curriculum, teaching, and learning. high level of academic rigor in conjunction increased practicum opportunities serves to ance and extend the theoretical and practical eriences of students preparing to teach.

Program objectives are achieved through a combination of formal coursework, teaching and research seminars, internship and practica, along with independent and collaborative research and major research papers (MRP).

Admission Requirements
Applicants are admitted under the general regulations of the School of Graduate Studies, University of Toronto. Applicants normally must have the equivalent of a University of Toronto four-year bachelor's degree with standing equivalent to a University of Toronto **mid-B or better** in the final year. In their Statement of Intent, applicants should describe three significant teaching and/or teaching-related experiences that they have had, especially with groups of children. With reference to these experiences, applicants should identify insights gained about teaching and learning, and explain how, based on these insights, they might contribute to the education of students in today's schools. Final selection will be made based on an interview by a panel of faculty, teachers and students. Given the limited number of students in this program, not all eligible applicants can be admitted.

Applicants apply for admission to this program through either the Department of Curriculum, Teaching and Learning or the Department of Human Development and Applied Psychology. Admission and degree requirements for the program are the same for both departments. Because applicants are applying to a teacher education program they also need to submit the following items with their application:

a) a photocopy of a Canadian birth certificate, or in the case of a person who was not born in Canada, documents showing the basis upon which the applicant is present in Canada including date and place of birth
b) a photocopy of a certificate of change of name where applicable
c) satisfactory evidence of freedom from tuberculosis (required by the Ontario College of Teachers).

NOTE: Satisfactory evidence of freedom from active tuberculosis is required at the beginning of each academic year.

NOTE: A criminal record check is required for certification by the Ontario College of Teachers.

Specializations

Applicants must select **one** of the following specializations:

- Primary/Junior (junior kindergarten to grade 6).
- Junior/Intermediate (grades 4 to 10).

NOTE: Applicants to the Junior/Intermediate specialization must select **one** teaching subject from the following list:

English (First Language)
Prerequisites: Two full university courses in English

Geography
Prerequisites: Two full university courses in Geography

History
Prerequisites: Two full university courses in History

Mathematics
Prerequisites: Two full university courses in Mathematics

Science-General
Prerequisites: Three full university courses in Science

Visual Arts
Prerequisites: Two full university courses in Visual Arts or post-secondary equivalent. Candidates must have studio-oriented experience.

Program Requirements

The two-year M.T. degree is composed of the equivalent of 16 half-courses (14 core and two electives), including practica, and is undertaken on a full-time basis. Normally, advanced standing is not granted in this program. In addition to the coursework (including practica), all candidates must successfully complete a comprehensive examination at the end of the program in order to graduate and receive the M.T. degree and a recommendation to the Ontario College of Teachers for an Ontario Teachers' Certificate of Qualification. Registration in the second year is contingent upon successful completion of all first-year work.

Core Courses

Descriptions of courses with the prefix CTL ca be found on pages 88 - 99 and 108 - 109, those with HDP can be found on pages 150 - 163 .

Curriculum, Teaching and Learning

CTL1011H	Anti-Discriminatory Education in School Settings
CTL1019H	Authentic Assessment
CTL1797H	Practicum in Curriculum: Master's Level
CTL7000Y	Curriculum and Teaching
CTL7001H	Collaboration, Curriculum, Community and Teaching
CTL7003H	Conceptual Basis for Methods of Teaching in Primary, Junior and Intermediate Classrooms

Human Development and Applied Psychology

HDP1201H	Child and Adolescent Developmen
HDP2280H	Introduction to Special Education and Adaptive Instruction
HDP2288H	Reflective Teaching and Analysis Instruction
HDP7002H	Ethical, Legal and Professional Issues in Education
HDP7004H	Practicum in Schools
HDP7005Y	Practicum Internship

Elective Courses

The two electives are selected from course offerings in the Departments of Curriculum, Teaching and Learning and/or Human Development and Applied Psychology. Choice of electives is contingent upon the approval of the student's faculty advisor.

SCHOOL AND CLINICAL-CHILD PSYCHOLOGY (SCCP)

he School and Clinical-Child Psychology SCCP) program provides theoretical research nd professional training in preparation for sychological work with children in school, clinic, rivate practice, and research settings. The rogram is designed to provide training in ssessment, therapy and other psychosocial nd instructional interventions, professional onsultation and prevention. Opportunities are vailable for research and clinical work with nfants, young children, adolescents, and amilies. The M.A. in SCCP is designed to meet ne academic requirements of the College of 'sychologists of Ontario for registration as a 'sychological Associate. The Ph.D. in SCCP is esigned to meet the academic requirements for egistration as a psychologist.

he SCCP program at OISE/UT is guided by an nderstanding of the child based on four core ictors.

irst, as children move from infancy to adulthood iey undergo fundamental developmental nanges that systematically influence the ways iat they perceive and respond to their world, nd the ways that their families, teachers, peers nd others with whom they relate, respond to em.

econd, the experiences of children throughout eir schooling, including the ways that they are epared for it and their reactions to it, ofoundly affect their individual development.

hird, the social experiences of children both thin and outside of the family and the feelings at result from those experiences also have a ajor impact on their individual development.

urth, children have diverse learning, social d emotional needs and differ considerably m each other in the ways that they approach eir world. The faculty members associated th the SCCP program believe that an derstanding of and intervention with children volves consideration of these four factors.

The curriculum of the SCCP program is designed to establish a strong foundation (or "trunk") of core knowledge and skills early in the program, with students free to specialize (or "branch out") later on. The program reflects a mix of courses and training opportunities. Some classes are specifically designed for students in SCCP; other classes are shared with students who are majoring in other aspects of human development and education. The program initially provides students with a solid foundation in developmental psychology, the education of exceptional learners, and child psychopathology.

The intent of the SCCP program is to train scientist-practitioners, for whom practice informs research and research informs practice. From the outset, students are linked with a faculty mentor. Students are expected to become closely involved in the research of one or more faculty members of the department.

Consistent with our beliefs about the child, a systemic approach is the basis for the training we provide in assessment and intervention. We believe that the knowledge and skills necessary for the practice of school psychology and clinical-child psychology overlap considerably, and that experience in school and clinical settings complement and enhance each other.

Therefore, over the course of the program, students are required to undertake practica in both school and clinical-child settings. We recommend that the masters practicum be done in the school system and the doctoral practicum in a clinical-child setting.

MASTER OF ARTS

The M.A. program is intended to meet the academic requirements for registration as a psychological associate. The focus of the program is applied. In the first year, students learn to do a psychoeducational assessment in the counselling and psychoeducational clinic and shadow a school psychologist for 25 hours. In the second year, students have a practicum experience of approximately 250 hours.

Admissions Requirements

Admission to the M.A. program normally requires a preparation equivalent to a University of Toronto four-year bachelor's degree in Psychology, or its equivalent defined as six full courses in psychology, including one half-course in research methods and at least three full psychology courses at the third and fourth year level. The usual admission standard is standing equivalent to a University of Toronto **A- or better**. Applicants should provide documented evidence of relevant professional experience. Applicants are requested to submit, in addition to the required letters of recommendation, a letter of recommendation from an applied setting.

Program Requirements

The M.A. program is comprised of 11 half-courses and a thesis, and is normally undertaken on a full-time basis.

Required courses (to be taken in the first year of the program) are:

HDP1209	Research Methods and Thesis Preparation in Human Development and Applied Psychology
HDP1215	Psychological Assessment of School-Aged Children
HDP1216	Psychoeducational Assessment
HDP1219	Ethical Issues in Applied Psychology
HDP1220	Introduction to School and Clinical-Child Psychology
HDP1250	Normative and Individual Patterns of Development
HDP1285	Psychology and Education of Children with Learning Disabilities

Required courses (to be taken in the second year of the program) are :

HDP1218	Seminar and Practicum in Assessment.
HDP1222	Approaches to Psychotherapy Across the Lifespan
HDP1236	Psychopathology for School and Clinical-Child Practice

In addition, students are required to take in their second year one course from the Assessment and Intervention in the School and Clinical-Child Psychology menu (see the *Program Guidelines*). For students who have not taken a previous child development course in their undergraduate program, HDP1201 (Child and Adolescent Development) must be taken. For students who have not taken a third or fourth year statistics course or its equivalent as part of their undergraduate program, CTL2004 (Elements of Statistics) must be taken.

DOCTOR OF PHILOSOPHY

Like the master's program above, the Ph.D. program is intended to prepare the student for psychological work with children in schools, clinics, and research settings. Graduates of th program would assume positions of greater professional and administrative responsibility than would graduates of the master's program. They would be engaged in activities that put a premium on the knowledge of psychological principles and the ability to use them in a systematic way. The Ph.D. program is intende to meet the academic requirements for registration as a psychologist.

Admission Requirements

Admission to the Ph.D. program normally requires a University of Toronto four-year bachelor's degree in Psychology or its equivalent and an OISE/UT M.A. in School and Clinical-Child Psychology or its equivalent. The usual admission standard is standing equivalen to a University of **Toronto A- or better** (in th master's degree). A limited number of outstanding applicants holding equivalent bachelor's and master's degrees in Psycholog from elsewhere may be considered. However, i the master's program was not equivalent to the OISE/UT M.A. in School and Clinical-Child Psychology, the student will be required to tak additional courses to receive equivalent trainin

Note that continuation from the M.A. to the Ph. program is not automatic; graduates from the M.A. program are considered each year in a po with all other applicants to the SCCP program.

Program Requirements

The Ph.D. program is comprised of eight half-courses (including a practicum course), a comprehensive examination, a doctoral dissertation and an internship, and is normally undertaken on a full-time basis. Students are expected to:

complete the comprehensive examination by he end of their required period of full-time study

receive approval for their thesis proposal from heir thesis committee prior to beginning their nternship

consult the Clinical Director of the School and Clinical-Child Psychology program to arrange heir practicum placement and internships.

udents should refer to the *Practicum and ernship Policy and Placement Handbook* for a scription of the evaluation processes and teria for practicum and/or internship acements.

complete the Ph.D. program students must dertake one of their practicum placements in a hool setting and one in a clinical setting. The quired courses (to be taken in the first year of ogram) are:

P3241	Seminar and Practicum in Assessment and Intervention with Children
P3200	Research Proseminar on Human Development and Applied Psychology

addition, students will take one course from ch of the following menus (see the *Program idelines* for course lists).

Psychosocial Intervention
nstructional Intervention
Advanced Assessment
Social Foundations of Psychology
Advanced Research Methods
Biological Foundations of Psychology

udents who have not had an advanced dergraduate or graduate course on history and tems of psychology should take HDP3204 ontemporary History of Systems in Human velopment and Applied Psychology) or an uivalent offered in the psychology department he University of Toronto. Students will take P1201 (Childhood and Adolescent velopment) if they have not taken a child velopment course at the undergraduate level. ase consult your faculty advisor for more rmation.

The College of Psychologists of Ontario and Preparation for Professional Practice

Students whose plans include preparation for professional practice in psychology should note the following:

The practice of psychology in the province of Ontario is regulated under the Statute Law of Ontario. Graduation from a doctoral or master's program or from any graduate program in psychology does not in itself qualify a person to practice as a psychologist or a psychological associate. Professional practice of psychology in Ontario is regulated by the College of Psychologists of Ontario. The College examines candidates for registration as psychologists and psychological associates in Ontario. The M.A. in School and Clinical-Child Psychology is designed to meet the academic requirements for registration as a psychological associate. The Ph.D. in School and Clinical-Child Psychology is designed to meet the academic requirements for registration as a psychologist. At the discretion of the College, courses other than those required by the program may be required for certification.

For more information contact:

The Registrar
College of Psychologists of Ontario
1246 Yonge Street, Suite 201
Toronto, Ontario M4T 1W5
Telephone: 416-961-8817
Fax: 416-961-2635
E-mail: cpo@cpo.on.ca
Website: www.cpo.on.ca

COURSES

The following list demonstrates the range of courses offered within the department. Not all of the courses listed are offered in any given year. Please consult the *Course Schedule* for currently scheduled courses.

A course is identified with this department when the prefix is HDP. Numbers 12 and 22 denote a master's level course, while numbers 32 and 52 denote a doctoral level course. In previous years, number 42 was also used to denote a master's level course.

HDP1200H Foundations of Human Development and Education

All students of human development are interested in two questions: What develops? What influences development? In this course we are also interested in a third question: What is the role of formal education in human development? This course will provide an opportunity for students to construct an overall perspective on development and education, and to be introduced to the main areas of expertise among the faculty.
J. Astington, A. Biemiller, M. Lewis and staff

HDP1201H Child and Adolescent Development

This course addresses factors involved in child development (preschool period, early school years, intermediate years, adolescence) and the problems of each period. As well, preventative and remedial phases of mental health are examined.
Staff

HDP1206H Proseminar in Human Development and Applied Psychology

This course is intended for all students in HDAP beginning an MA program that includes a thesis. It is held on alternate weeks in the fall and spring terms. Students attend the departmental colloquia, which enable them to hear researchers from both outside and within the department talking about their research in person, and offering models of practice in developmental and applied psychology. Before each colloquium, students work individually and collaboratively to study published papers by each colloquium speaker. There are discussions of these papers, in pairs and in larger groups, with a view to understanding the underlying principles of each speaker's program of research, and to acquiring a skilled approach to the research literature. Assessment is based principally or students making critiques of the published papers they study, and on making connection from such papers to their own research topics
K. Oatley and staff

HDP1209H Research Methods and Thesis Preparation in Human Development and Applied Psycholog

This course focuses on the four quantitative research methods most frequently used in psychology (observation, experiments, questionnaires, and semi-structured interview as well as their rationales and the implications their use. The four main statistical methods o analysis - chi square, analysis of variance, correlation, and regression - will be reviewed a applied to specific pieces of research. The preparation and writing of a dissertation propo will be addressed.
K. Oatley and K.E. Stanovich

HDP1211H Psychological Foundatio of Early Education

The purpose of the course is to identify the psychological foundations of program/practice early education in programs for children of 4 to years, and to analyse the issues associated w the different resulting educational perspective The historical-theoretical roots of early education and associated views of the learner research related to current issues, and selecte features of current practice will be explored.
J. Hardacre and staff

HDP1215H Psychological Assessme of School-Aged Children

The purpose of this course is to gain an understanding of basic principles to psychological assessment and to acquire administration skills with respect to several widely used standardized tests of intelligence, academic achievement, and special abilities. Topics will include the history of intelligence testing, contextual issues surrounding the assessment process, basic statistical concep related to psychometrics, test administration, and report writing. Students gain practical experience with respect to a test administratio and scoring of a number of tests (e.g., WISC- WPPSI-R, WAIS-III, WIAT, K-TEA, WRAT-3) which is evaluated through review of complete

st protocols and videotaped test ministrations.
e-requisite: This course is limited to students the School and Clinical-Child Psychology ogram and is a co-requisite with course DP1216.
Peterson-Badali, T.W. Humphries and J. iener

DP1216H Psychoeducational ssessment

eory and practicum in psychological sessment techniques applied in school ttings. Administration and interpretation of lividual intelligence tests, academic tests, sts of special abilities and behaviour rating ales within the context of a practicum signment in the Counselling and ychoeducational Clinic. Topics focus on the velopment of assessment plans, clinical erviewing, test interpretation, report writing, edback, and consultation.
erequisite: This course is limited to students in e School and Clinical-Child Psychology ogram who have completed course HDP 1215.
Peterson-Badali, T.W. Humphries and J. ener

DP1217H Foundations of Proactive havioural and Cognitive-Behavioural ervention in Children

is course provides a basic overview of current havioural and cognitive-behavioural proaches to the management and remediation maladaptive behaviour, such as aggression, ruption, and noncompliance, in educational d residential settings. A conceptual model of haviour and cognitive-behaviour therapy and rning principles relevant to this model will be nsidered. The model focuses on proactive, nintrusive, and success-based approaches to nediation of problem behaviour. Topics will lude assessment of maintaining variables, ching of adaptive skill clusters, building erance to difficult environmental cumstances, moderating severe behaviour to able skill-teaching, and evaluating clinical gress.
Ducharme

HDP1218H Seminar and Practicum in Assessment (Pass/Fail)

This course supports and evaluates the development of the M.A. student's clinical skills, (assessment and intervention) in the field placement. Placements are typically in school settings. Seminars are scheduled on alternate weeks for the academic year. They focus on specific problems and issues related to clinical practice. Note: Open to School and Clinical-Child Psychology students only, and ordinarily taken in the second M.A. year. Students are expected to consult with Dr. Link to arrange a practicum placement.
Pre-requisite: HDP1215, HDP1216, HDP1219, HDP1220 or equivalent; and permission of instructor.
N. Link and staff

HDP1219H Ethical Issues in Applied Psychology

This course provides students with an overview of legal, ethical, and professional issues as they relate to the practice of psychology. The current regulatory model of psychology in Ontario and its implications for practice are reviewed. The Canadian Code of Ethics, College of Psychologists' Standards of Practice, federal and provincial legislation, and case law that apply to practice in Ontario are reviewed as they relate to issues of confidentiality, record keeping, consent, competence, professional boundaries, and multicultural issues in assessment, psychotherapy, and research. Throughout the course, a model of ethical decision-making designed to assist practitioners with ethical dilemmas is reviewed and practised with a variety of case examples in the context of small- and large-group discussion.
M. Peterson-Badali and staff

HDP1220H Introduction to School and Clinical-Child Psychology

This course is intended to provide students in School and Clinical-Child Psychology with a grounding in the conceptual foundations of the program. The implications of the scientist practitioner model for practice as a school or clinical child psychologist is the cornerstone of the course. Specific issues to be addressed include developmental and systemic approaches to psychological practice, systems and group behavior within, and related to the school

organization, multidisciplinary teams, approaches to consultation, principles of prevention and intervention, and program evaluation. Students will apply the principles discussed in the course in a practicum placement arranged by the course instructor.
Note: Open to School and Clinical-Child Psychology students only, and ordinarily taken in the first year of the School and Clinical-Child M.A. program.
J. Wiener

HDP1222H Approaches to Psychotherapy Across the Lifespan

This course introduces the major theories of psychotherapy with children and adults including: cognitive-behavioral, psychodynamic, and humanistic approaches. Issues related to gender and to individual and cultural diversity are also considered. A practical component assists students in developing basic psychotherapy skills.
Note: Open to School and Clinical-Child Psychology students only; others by permission of instructor.
C.R. Musselman and staff

HDP1223H Depression in the Schools: Assessment, Prevention, and Intervention

Multidimensional assessment and intervention models for working with depressed children and youth in the schools. Self-report as well as teacher observation and rating techniques for identifying at-risk children and youth; teacher-mediated and parent-mediated intervention approaches; group work for social-skill and self-esteem development. This course will include a practicum.
S. Miezitis

HDP1224H Atypical Development of Human Relationships in Early Childhood

In this course we consider atypical emotional and behavioural development in early childhood in the context of children's family and social relationships. We examine the role of the family in the emotional development of children including the attachment system, parent-child relationships, children in the context of the parental marriage, and sibling relationships.
J. Jenkins and staff

HDP1226H Selected Problems in Educational Psychology

Specialized study under the direction of a staff member on a topic chosen to reflect a current educational problem conceptualized in terms of the relevant disciplines and examined by empirical psychological means.
Staff

HDP1233H Cognition, Development and Education

This course examines applications of cognitive theory and research to problems of school learning and instruction.
D.R. Olson and staff

HDP1234H Foundations of Cognitive Science

This course examines the psychological and philosophical basis of cognitive science including such topics as the nature of mental representations, functionalist and computationa theories of mind, intentionality, subjectivity, consciousness, and meta-cognition.
D.R. Olson and staff

HDP1236H Psychopathology for School and Clinical-Child Practice

In this course we look at the classification and epidemiology of psychological disorders of childhood.
J. Jenkins and staff

HDP1237H Cognitive Development an Instruction

This course will cover the core issues in cognitive development from several theoretical vantage points, and trace the changes in children's thinking from early infancy to adolescence. Intervention and instruction will b related to developmental issues.
M. Lewis and staff

HDP1238H Special Topics in Human Development and Applied Psychology: Master's Level

A course designed to permit the study (in a formal class setting) of a specific area of huma development and applied psychology not alrea covered in the courses listed for the current year. The topics will be announced each spring the Winter Session and Summer Session timetables.
Staff

DP1241H Outcomes of Early ducation and Child Care

oes early childhood education make a ifference? Are "day care kids" different from ose cared for at home? If there are ifferences, what are they? For whom are those ifferences, if any, meaningful? Are those ifferences, if any, lasting? How do we know? nd, who cares? This course will explore these sues; we will examine a variety of early hildhood programs, historical and ontemporary, and the research and evaluation tudies related to them. Students will select and ritique a published evaluation study on aspects f early education/care, and design their own valuative study of an element of an early ducation/care program of personal interest. Early childhood" = up to 9 or 10 years of age.)

. Biemiller, J. Hardacre and staff

DP1249H Emotional Development

his course will review the major theoretical ositions on emotional development, and then ollow the child's social-emotional growth from irth through adolescence. The experience, xpression, representation, and regulation of motions will be examined with respect to niversal developmental patterns as well as idividual personality formation.

I. Lewis and staff

DP1250H Normative and Individual atterns in Development

tudying individual differences in development rovides a window on uniqueness, even athology, but also a challenge to review how we efine "normal." This course examines diversity nd its relation to normativity at a theoretical vel, and then goes on to look at themes and ariations in temperament, attachment, nguage acquisition, perspective-taking, motional and personality development, telligence and peer relations. These topics will e discussed with respect to developmental eory, day-to-day experiences of children and milies, and implications for psychological ractice (including assessment and intervention) ith children and adolescents.

I. Lewis

DP1256H Child Abuse: Intervention nd Prevention

n examination of the nature and consequences f child maltreatment. Theory and research in hysical, sexual, and emotional abuse will be reviewed. Coverage includes recent therapeutic interventions and promising prevention initiatives. The objective of this course is to provide a knowledge base for more effective practice and inquiry.

R. Volpe and staff

HDP1259H Child and Family Relationships - Implications for Education

This course has a dual focus: consideration of theory/research related to child-parent relationships and family influences on child development, and application of this literature in examining current child care/education policy and program initiatives.

J. Jenkins, C. Corter and staff

HDP1260H Children, Psychology and the Law

A critical analysis of the Canadian legal system's interface with children and youth. Individuals who intend to work with children in educational, clinical, or community settings will develop a working knowledge of legislation affecting children, the interface between legal and developmental/psychological issues, children's rights, and risks and opportunities for children in the context of today's legal system. Domains include education, health, family law (custody and access; protection), and criminal law. Specific topics include Ontario's child protection system, the Young Offenders Act, Special Education, issues in custody and access assessment, children's and youths' understanding of the legal system, etc.

Note: This is not intended as a law course, but to acquaint psychology practitioners with relevant legal issues.

M. Peterson-Badali and staff

HDP1265H Social Development in Infants and Children

This course will provide an opportunity to assess the relationship between socialization and social development. The role of biology, culture, and interpersonal relationships in infancy and childhood will be examined. Topics include the nature of empathy, self concept, social competence, agency, and prosocial behaviour. The objective of this course is to provide a knowledge base for more effective practice and inquiry.

Staff

HDP1272H Play and Education

A series of seminars dealing with the definition of the term "play" and its relation to both psychological and educational processes in the young child. The history of play will be examined in relationship to various theories that have been advanced concerning the need children have to play, the functions of play, and their relationship to psychological, social, cognitive, emotional, and physical development. This course is intended primarily for Child Study and Education students, those in the Interdepartmental program in Adaptive Instruction and Special Education and M.Ed. students in HDAP. Others must seek the permission of the instructor to register.
J. Hardacre

HDP1273H Psychology of Disability and Empowerment

The purpose of this course is twofold: 1) to develop theoretical and practical knowledge about the social context of disability, and 2) to promote the full and equal participation of persons with disabilities in society through empowerment. Barriers to an inclusive society will be explored and the roles that professionals may play in the disempowerment of persons with disabilities will be examined. The course assumes a cross-disability focus and is guided by the philosophies of independent living and community living, emphasizing human rights, self-determination, interdependence, equality, and full and valued participation in the community.
P. Stanovich and staff

HDP1274H Research Planning in Human Development and Applied Psychology

The purpose of the course is to promote skills in planning and conducting theoretically motivated and field-based research. Research designs combining theory with practice will be emphasized. Clarity of written expression both in research proposals and in final research reports will be required. A key feature will be the unique blend of field-oriented issues and theoretical knowledge necessary to conduct successful research in human development and applied psychology.
P. Lindsay, C.R. Musselman and E. Geva

HDP1277H Seminar and Practicum in Applied Developmental Psychology

Examination and discussion of professional issues, activities, and relations associated wit the practice of applied developmental psychology in a variety of settings, including th school system, community mental health centres and literacy programs, early childhood education settings, and special needs offices a the post secondary level. The course includes practicum that will provide experience and the opportunity to discuss strategies for applying principles of developmental psychology in different settings, professional consultation an collaboration, program modifications and the design of treatments based on psychological principles, case conferencing skills, and ethica consideration.
T. Humphries

HDP1279H Preventative Intervention for Children at Risk

This course will examine the theory and rational for early intervention for at-risk infants and preschool children and the models of early intervention that have evolved. Family variable and family involvement in intervention program will be covered, as will issues of identification and evaluation.
R. Volpe and staff

HDP1281H Psychology and Education of Children and Adults with Developmental Disabilities

This course explores conceptual and applied issues pertaining to the identification, etiology, and education of children and adults with developmental disabilities.
Staff

HDP1282H Psychology and Education of Deaf Children

Communication, psychological, and social issues in the education of deaf and hard-of-hearing individuals.
C.R. Musselman

HDP1284H Psychology and Education of Children and Adolescents with Behaviour Disorders

Psychological and educational characteristics children and adolescents with behaviour disorders with an emphasis on the interplay between constitutional and environmental

ctors that contribute to these disorders. esearch on current assessment and ervention procedures will be analysed. This urse is intended primarily for Child Study and ducation students, and M.Ed. students in DAP. Others must seek the permission of the structor to register.
Wiener and staff

DP1285H Psychology and Education Children with Learning Disabilities

ychological and educational characteristics of ildren and adolescents with learning sabilities and ADHD with an emphasis on the nstitutional and environmental factors that ntribute to these disabilities and enable timal functioning. Emphasis is placed on the ncept of learning disability and on the ucational implications of the research erature in the field. This course is intended imarily for Child Study and Education students, ose in the Interdepartmental program in laptive Instruction and Special Education, Ed. students and School and Clinical-Child udents in HDAP. Others must seek the rmission of the instructor to register.
W. Humphries and J. Wiener

DP1286H Psychology and Education Adolescents and Adults with arning Disabilities

ychological and educational characteristics of lolescents and adults with learning disabilities th an emphasis on the interplay between nstitutional and environmental factors that ntribute to these disabilities and enable timal functioning. Current intervention proaches used in educational, community, d work settings will be critically evaluated.
Wiener, U. Shafrir and staff

DP1290H Psychology and Education Children with Pervasive velopmental Disorders

is course offers a review of theories of the ture of autism and other pervasive velopmental disorders (PDD), their causes, eir treatment, and the assumptions underlying ese theories. The relationship to other types of ceptionality is emphasized, and programs for ildren with PDD are reviewed and evaluated, pecially those within educational settings.
aff

HDP1299H Language Assessment and Intervention

The course will consider typical and atypical patterns of language acquisition, including the development of interpersonal communication and literacy. Various approaches to teaching language will be examined, as well as the communication needs of disabled learners in educational settings.
C. Musselman and staff

HDP2200H Child Study: Observation, Evaluation and Reporting

A course designed for students to learn the skills and knowledge fundamental to a developmentally oriented systematic study of children. This is done through observing, recording, interpreting, and reporting in a professional manner the behaviour and development of children in diverse practice and research settings. A range of methods from direct observation to standardized testing will be surveyed. The role of the practitioner as critical inquirer will be emphasized.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
R. Volpe and staff

HDP2201Y Childhood Education Seminar

A seminar examining the teaching-learning interaction between adults and children in preschool, primary, and junior educational settings. Emphasis is on the integration of teaching practice with principles of child development and learning theory. This seminar draws on the students' experiences from practicum placements. This course will also include a focus on childcare arrangements and related issues for children in elementary schools, and a review of the Day Nurseries Act.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
J. Hardacre and staff

HDP2202H Childhood Education Seminar II: Advanced Teaching

This seminar will provide for discussion of topics and issues that emerge during the students' internship (HDP2221Y Advanced Teaching Practicum). This course will also include a

review of the Education Act and regulations, the College of Teachers and regulations, and one or more sessions on the history of the child care movement, and on current policy issues on child care.
R. Volpe and staff

HDP2210Y Introduction to Curriculum

A study of education techniques, and the role of the teacher in designing, evaluating, and implementing curricula for children aged three to twelve. Basic areas of the elementary curriculum will be introduced, including arts (drama, music, physical education, and visual arts), communications, mathematics, and science.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
Staff

HDP2211H Theory and Curriculum I: Language and Literacy

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of communications (speaking, listening, reading, writing). The practical problems of curriculum design are informed by theoretical considerations of children's linguistic development from infancy onwards, and of the differences between oral and written language.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
J.W. Astington and staff

HDP2212H Theory and Curriculum II: Mathematics and Science

A detailed study of the design, implementation, and evaluation of the elementary curriculum in the area of mathematics. The practical issues are informed by theoretical considerations of children's cognitive development from infancy onwards, particularly the ways in which implicit knowledge becomes explicit, and naive theories become formalized.
Note: This course is normally open to students in the M.A. in Child Study and Education program only.
Staff

HDP2220Y Teaching Practicum (Pass/Fail)

Students are placed in classrooms in the Institute's Laboratory School, in public and separate schools, and in other settings. Students are under the joint supervision of an associate teacher on site and an academic staf member at the Institute of Child Study. There are two practicum sessions, each providing 144 hours of practicum experience in 2, six-week, half-day blocks.
Note: This course is normally open to students i the M.A. in Child Study and Education program only.
J. Hardacre and staff

HDP2221Y Advanced Teaching Practicum (Pass/Fail)

Second year Child Study and Education students carry out one internship placement lasting 16 weeks. Internships may be in classes from preschool through grade six. Through thes internships students consolidate skills under th supervision of a mentor teacher on site and a staff member from the Institute of Child Study. The internship provides a total of 320 practicum hours.
Note: This course is normally open to students i the M.A. in Child Study and Education program only.
J. Hardacre and staff

HDP2230H Designing Educational Programs

An educational program consists of a sequence of learning activities carried out over an extended period of time to accomplish a number of long-term learning goals. The main goal of this course is to help students learn how to plan educational programs that can accommodate a variety of children and achieve a variety of learning goals.
Note: This course is normally open to students i the M.A. in Child Study and Education program only.
A. Biemiller and staff

DP2252H Individual Reading and esearch in Human Development and pplied Psychology: Master's Level

pecialized study, under the direction of a staff ember, focusing upon topics that are of rticular interest to the student but are not cluded in available courses. While credit is not ven for a thesis investigation proper, the study ay be closely related to such a topic.

DP2275H Technology for Adaptive struction and Special Education

is course will examine the potential of icrocomputer-based technology in various pes of learning environments. The focus is on e use of technology as a tool to increase the acher's ability to handle a wide range of udent learning needs in main-streamed assrooms. The course is suitable for students the departments of Curriculum, Teaching and earning and Human Development and Applied sychology who are using or are considering sing computers in the classroom.

Lindsay and staff

DP2280H Introduction to Special ducation and Adaptive Instruction

critical analysis of current issues related to ilosophy, practice, administration, integration d inclusion, and instructional and classroom laptations. This course is intended primarily r Child Study and Education students, those in e Interdepartmental program in Adaptive struction and Special Education, M.Ed. udents and School and Clinical-Child students HDAP. Others must seek the permission of e instructor to register. This course is not propriate for students who already have a ckground in special education.

Musselman, J. Wiener, P. Lindsay and staff

DP2283H Psychology and Education Gifted Children and Adolescents

e identification and the intellectual, social, and notional development of the gifted; educational ograms in regular and special classes.

Keating

DP2287H Classroom-Based ounselling Approaches

is course will examine counselling approaches at are appropriate for teachers and counsellors use in the school setting. An overview of assroom-based counselling approaches for the evention and treatment of behavioural, social, and emotional problems will be presented. Interventions designed for individual students, small groups, classes, schools, and parents will be discussed, and evaluative research on these approaches will be analyzed.

J. Wiener and staff

HDP2288H Reflective Teaching and Analysis of Instruction

This course is designed to develop students' awareness of, reflection about, and evaluation of their own professional knowledge and skills in relation to classroom-based assessment and remediation of generic learning skill deficits in diverse student populations. Discussion of instructional and assessment methodologies will be followed by experience applying these methodologies to various content areas in the curriculum.

U. Shafrir

HDP2291H Special Topics in Adaptive Instruction and Special Education: Master's Level

A course designed to permit the study (in a formal class setting) of specific areas not already covered in the courses listed for the current year. A variety of courses may be offered under this category. For further information, see the course schedules available in early March.

Staff

HDP2292H Assessment for Instruction

Critical analysis of assessment procedures including psychometric tests, curriculum-based assessment, and dynamic assessment and of the function of assessment in relation to adaptive instruction. A practical component is included.

T.W. Humphries and J. Wiener

HDP2293H Interpretation of Educational Research

Introductory course in the critical evaluation of research reports and in elementary research methods. Emphasis is given to research as a mode of critical inquiry, research design in mainstream and special education settings, and the importance of theory development in both basic and applied research.

E. Geva, P. Lindsay, C.R. Musselman and U. Shafrir

HDP2295H Individual Reading and Research in Adaptive Instruction and Special Education: Master's Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. Although this course may be taken for other purposes, it is the vehicle through which the MRP requirement is fulfilled. While credit is not given for a thesis investigation proper, the study may be closely related to such a topic.
Staff

HDP2296H Reading and Writing Difficulties

The purpose of the course is to meet regular classroom teachers' needs in diagnosing and remediating children's reading problems. Half of the course will be devoted to learning diagnostic techniques, testing, and diagnosing children. The other half will be devoted to designing materials to meet specific remedial needs. Emphasis will be placed upon implementation of the remedial materials in actual classroom situations, and on the strategies used by expert and novice readers.
Staff

HDP3200H Research Proseminar on Human Development and Applied Psychology

This course, intended for all beginning doctoral students in HDAP, is held on alternate weeks in the fall and spring terms. Students attend the departmental colloquia, which enable them to hear researchers from both outside and within the department talking about their research in person, and offering models of research practice in developmental and applied psychology. Before each colloquium, students work individually and collaboratively to study published papers by each colloquium speaker. There are discussions of these papers, in pairs and in larger groups, with a view to understanding the underlying principles of each speaker's program of research, and to acquiring a skilled approach to the research literature. Assessment is based principally on students making critiques of the published papers they study, and on making connections from such papers to their own research topics.
K. Oatley and staff

HDP3201H Qualitative Research Methods in Human Development and Applied Psychology

This course provides an overview of qualitative research methodology and techniques. Coverage includes major philosophy of science historical, and contemporary (critical, post modern, hermeneutic, constructivist and feminist) perspectives. Ethnographic, life history, individual and multiple case study, and focus group methods will be reviewed in relation to a narrative framework. Observational, interview, personal record, and archival data management will be discussed. Students will have an opportunity to design, implement, analyze, and report a micro qualitative study. Special emphasis will be placed on the use of computers and visual imaging techniques.
R. Volpe

HDP3202H Advanced Practicum in School Psychology

Study of core areas of school psychology. Second-year doctoral students, under faculty supervision, will supervise M.A. students in HDP1216H, HDP1220H, and HDP1221H. In addition, students will undertake advanced consultative and research projects involving the broad application of psychological principles to the school situation.
Note: Open only to doctoral students in School Psychology.
Prerequisites: HDP1216H, HDP1220H, and HDP1221H.
S. Miezitis and O. Weininger

HDP3203H Children's Theory of Mind

This course investigates the ability to interpret human behaviour within a mentalistic explanatory framework. It examines research o young children's developing awareness of mental states in themselves and others, and explores the implications of this development for children's metacognitive and social understanding in the preschool and early school years. It also considers children with autism, who apparently fail to develop a theory of mind in the ordinary way, and evaluates different theoretical explanations of children's understanding of the mind.
Prerequisite: HDP1270 or permission of the instructor.
J.W. Astington and staff

IDP3204H Contemporary History and ystems in Human Development and pplied Psychology

n examination of the historical and hilosophical bases of modern theories of pplied psychology. Emphasis is on counselling, evelopmental, and educational psychology. he goals of the course are a) to make explicit e origins of current ideas in applied sychology, and b) to demonstrate the nportance of historical context in understanding esearch and practice issues.
. Volpe

IDP3206H Research Seminar in evelopment in Early Childhood

n examination of certain conditions during the fancy and toddler period of development that ill have an impact on later behaviour. Normal ttachment development is studied with a view to ecognizing deviations from it, and research terature focusing on this early period is xplored with particular emphasis on attachment eory.
. Weininger

DP3208H Research Seminar in dolescent Development

his course focuses on the distinguishing haracteristics of development during the dolescent years, as depicted in evolving sychological theory and current research. road themes will include adolescent thinking, elf concept and identity formation, social and ersonal relationships, moral development and alues acquisition, health and sexuality, and the le of gender and culture in shaping adolescent xperience; specific topics will depend, in part, n the expressed interests of students. The ourse is intended primarily for students eveloping their own research agendas, but it is so relevant to those working with adolescents educational and clinical settings.
.L. Arnold

DP3209H Psychology of Language nd Literacy

his course examines current research on sycholinguistics including syntax, semantics, nd pragmatics with an emphasis on their lations to literate competence. Topics nsidered are language development, literacy evelopment, writing systems and the role of guistic processes in thinking and instruction.
erequisite: Permission of instructor.
R. Olson and staff

HDP3210H Research Seminar in Social Psychology in Education

Organized around the ideas of persons-in-relation and mutual adaptation, this course attempts to consider what conceptions and methods are required in order to take a truly social-psychological perspective that involves two persons or more. Examples are drawn from teacher-student, counsellor-client, and parent-child transactions. Students are encouraged to try out a persons-in-relation perspective on their own research ideas.
Note: Open to doctoral students only.
Staff

HDP3220H Analysis of Learning Tasks

A general introduction to problems of instructional design, viewed within an information-processing framework. Brief training is given in both classical (hierarchical) and modern (process-structural) approaches to task analysis. Each time it is offered, the course focuses on a different instructional problem.
C. Bereiter

HDP3224H Advanced Proactive Behavioral and Cognitive-Behavioral Interventions

This course will provide an advanced examination of proactive behavioral and cognitive-behavioral approaches used with children for the remediation of skill deficits associated with defiance, aggression, impulsivity, depression, and anxiety. Students will be required to develop treatment approaches to case presentations and/or conduct clinical workshops for parents, teachers or other intervention agents.
Prerequisite: This course is limited to students in the School and Clinical-Child Psychology Program who have completed HDP1217.
J. Ducharme

HDP3226H Research Methods and Doctoral Thesis Preparation in Human Development and Applied Psychology

This course focuses on current research and methods in human development and applied psychology. The course emphasizes the integration of research methods, statistics, and research content. The focus is on the thesis preparation process. Students will develop

research expertise through work on their own projects and will broaden their understanding of the field through seminar discussion.
Prerequisite: One graduate course in quantitative analysis, and permission of the instructor.
D. Keating, M. Ferrari and K. Stanovich

HDP3229H Cognition and Emotion in Development

After a review of theoretical perspectives on emotion, cognition-emotion interaction and the development of this interaction over the lifespan will be discussed. Contemporary approaches to modelling development will be introduced. Clinical and educational implications will be discussed, including emotional constraints on cognition and learning, individual differences in emotion, and the development of personality and psychopathology.
M. Lewis and staff

HDP3230H Understanding Narrative

In this course, we will explore how narrative is read and understood by people in schools and elsewhere, and how narrative is written, in fiction and other genres such as biography and autobiography. We aim to understand the psychological components of writing narrative literature and the psychological responses that occur during reading. We will also discuss the role of reading and writing narrative in the understanding of the self, and in therapeutic change. During the course we will discuss the following: a play by William Shakespeare, at least one nineteenth-century novelist, a case history of Sigmund Freud, a short novel by modernist writer Virginia Woolf, and a work by a recent or post-modernist writer. We will also discuss empirical work on responses to literature, and on the effects of reading and writing.
K. Oatley and staff

HDP3231H Psychodynamic Bases of Therapy

In this course we seek an understanding of psychodynamic theory as a basis for individual therapy in schools and elsewhere. We will discuss Freud's early work on sexual abuse, and its later repercussions, then move to his full-length case histories in order to understand fundamental ideas of interpretation, transference, and resistance. We will then move to interpersonal and object relations theories in the work of Klein, Winnicott, Guntrip, Fairbairn, and Laing, as well as theorists who have developed psychoanalytic theories of development including Horney, Bowlby, Ericsor and Stern. Throughout the course we will seek links to empirical data of human cognitive and emotional development, and we will end with findings of research on process and outcome in psychotherapy.
Staff

HDP3232H Assessment of Infants anc Preschool Children

This course will cover the assessment of young children's cognitive, emotional, motor, social ar language development. General principles of assessment and report writing will be included. Assessment tools that will be studied include th Bayley, Rossetti, Griffiths, McCarthy, Stanford-Binet, and WPPSI tests and checklists, and interview schedules such as the Connors, Achenbach and Vineland. Piagetian and other clinical techniques will also be covered. Students will do a practicum.
Prerequisite: HDP1215 and HDP1216 or equivalent, or permission of instructor.
M. Lewis and staff

HDP3237H Recent Advances in Cognitive Development and Education

This seminar will focus on contemporary theorie of cognitive development. One or more classes of theories or general models will be selected each term. Changes in children's abilities and behaviours will be related to underlying change in cognitive structures and processing.
Prerequisite: HDP1237 or its equivalent, or permission of instructor.
M. Lewis and staff

HDP3238H Special Topics in Human Development and Applied Psychology: Doctoral Level

Description as for HDP1238.

HDP3240H Advanced Social and Emotional Assessment Techniques

This practicum course introduces the student tc the work of clinical assessment. Standardized and projective tests are used to assist in developing a picture of the emotional experienc and the social environment of the child/adolescent. These factors are integrated with measures of cognitive ability and academic skill development to obtain an overview of

ychological functioning. This half-credit urse is scheduled on alternate weeks for the ademic year.
ote: School and Clinical-Child Psychology udents only.
erequisites: HDP1216 or equivalent and rmission of the instructor.
Link and staff

DP3241H Seminar and Practicum in ssessment and Intervention with hildren (Pass/Fail)

is course supports and evaluates the velopment of the Ph.D. students' clinical skills ssessment and intervention) in the field acement. Placements are typically in clinical ttings. Seminars are scheduled on alternate eeks for the academic year. They focus on ecific problems and issues related to clinical actice. Note: School and Clinical-Child ychology students only. Students are pected to consult with Dr. Link to arrange their acticum placement in the year prior to taking s course or as soon as they are accepted into e program.
e-requisite: HDP1218 or equivalent and rmission of the instructor.
Link and staff

DP3252H Individual Reading and esearch in Human Development and plied Psychology: Doctoral Level

escription as for HDP2252.
aff

DP3255H Systemic Family Therapy r School and Clinical-Child Practice

ne aim of this course is to introduce students to mily therapy concepts and interventions for e in the practice of school and clinical-child ychology. Structural, strategic, narrative and nsgenerational models are considered rough discussion of readings, videotape alysis and practical exercises.
ote: This course is normally limited to students the School and Clinical-Child Psychology ogram. Others by permission of the instructor.
Jenkins and staff

HDP3282H The Psychology of Critical Thinking

This course examines current research and theory on the psychology of critical thinking and explores the philosophical and empirical foundations of the concepts of critical and rational thinking. The framework for the course will be provided by recent research in cognitive, developmental, and educational psychology. Individual differences and the development of critical thinking will be discussed as a context for evaluating educational efforts to foster critical thinking.
K.E. Stanovich and staff

HDP3286H Developmental Neuropsychology

Survey of the basic principles and research methods of developmental neuropsychology.
Staff

HDP3287H Cognitive Science Applied to Exceptional Learners

This course uses the conceptual framework of cognitive science to study the processing problems underlying various types of exceptional learning. It will consider processing problems in areas of perception, memory, problem-solving, and metacognition from both an information-processing and a cognitive science point of view. It will also explore the "new look" in cognitive science - parallel distributed processing (PDP) - as an alternative conceptualization for how the brain works. The course is suitable for master's and doctoral students in Human Development and Applied Psychology.
P. Lindsay

HDP3292H Advanced Psychoeducational Assessment and Psychodiagnosis

The purpose of this course is for students to refine their skills in psychoeducational assessment by assessing children with a variety of complex learning and social and emotional problems. Traditional psychoeducational assessment techniques are combined with a systemic approach to assessment of cognitive, educational and social/emotional functioning of children. Assessment is seen as embedded in a counselling process in which the children, parents and teachers are assisted to understand

the nature of the children's difficulties, how they learn best, and their adaptive strategies for coping in the social milieu. Students will undertake two assessments over the course of the academic year using the facilities of the Counselling and Psychoeducational Clinic.
Note: This course is intended for students in School and Clinical-Child Psychology. Others by permission of the instructor.
Prerequisite: HDP1216 and one of HDP1218, HDP5271, or HDP5284.
J. Wiener and staff

HDP3297H Biological and Psychological Foundations of Low Incidence Disorders

This course will focus on current knowledge of various low incidence disorders (those typically represented in one percent of the population or less), especially conditions that are first diagnosed in infancy or childhood. We will discuss both biological and psychological factors playing a role in the etiology and discuss characteristic profiles for specific disorders. We will also consider potential interventions for prevention and treatment of the various disorders. Disorders to be considered include (but are not limited to) mental retardation, autistic disorder, Rett's disorder, Asperger's disorder, tic disorders, selective mutism, pica, enuresis, stereotypy and feeding disorders.
T.W. Humphries and staff

HDP5271Y Assessment and Programming for Reading and Writing Difficulties

This full-year course is designed to bring theory and practice together in the area of reading, spelling, and writing difficulties. A practicum component involves implementing a theory-based assessment and remediation model (with students of all ages), report writing, and consultation with teachers and parents. The course is intended to be useful in the training of psychometrists/psychologists, special education and curriculum consultants, and classroom and resource teachers.
Note: This course is normally limited to students in School and Clinical-Child Psychology and to students in the interdepartmental specialization in Adaptive Instruction and Special Education. Permission of the instructor is required.
D.M. Willows and staff

HDP5280H Advanced Research Planning in Human Development and Applied Psychology

Study and interpretations of research relevant the student's doctoral thesis.
Prerequisite: Permission of instructor.
E. Geva and K.E. Stanovich

HDP5281H Research and Theories of Reading Disability

A survey of current empirical evidence and theoretical models of reading disability, focusin on basic research on reading disability deriving from cognitive and developmental psychology. Individual differences in reading acquisition will be discussed as a context for understanding reading disability. Students will conduct an in-depth analysis of a specific research problem relevant to reading disability and/or reading acquisition.
K. E. Stanovich

HDP5284H Assessment and Intervention in Multicultural/Bilingual Contexts

The purpose of this course is to explore, from a multidimensional perspective, assessment an intervention issues and techniques arising whe learners in second language or multicultural contexts experience learning difficulties. Through readings, classroom discussion, case studies, and client-work, the course is intende to help students become better aware and bett prepared for work with individuals in culturally and linguistically diverse settings. Students a expected to integrate and apply such diverse areas as second language acquisition, learnin disabilities, cognitive and affective functioning and to consider alternative assessment and remediation practices.
E. Geva

HDP5295H Individual Reading and Research in Adaptive Instruction and Special Education: Doctoral Level

Specialized study, under the direction of a faculty member, focusing on topics that are of particular interest to the student but are not included in available courses. While credit is n given for a thesis investigation proper, the stu may be closely related to such a topic.
Staff

IDP5298H Special Topics in Adaptive nstruction and Special Education: octoral Level

course designed to permit study (in a formal lass setting) of specific areas not already overed in the courses listed in the current year. or further information, see the course chedules available in early March.

taff

DP7002H Ethical, Legal and rofessional Issues in Education

his course provides students with an overview legal, ethical and professional issues as they late to the educational practitioner. Models of ecision-making designed to assist practitioners ith ethical concerns are reviewed and practiced ith a variety of case examples. Issues are also xamined in relation to professional conduct and sponsibilities. The course will address school w in Ontario. This course is normally open only students in the M.T. in the Human evelopment and Curriculum Program.

taff

DP7004H Practicum in Schools

his course provides supervised experience in area of fieldwork, under the direction of culty and field personnel. Students are placed partnership schools in public and separate hool systems and in other settings. Students e under the joint supervision of a field teacher site and an academic staff member at ISE/UT. The practicum provides a minimum of days of field experience. This course is rmally open to students in the M.T. in the uman Development and Teaching Program ly.

aff

DP7005H Practicum Internship

udents are placed in partnership schools in blic and separate school systems and in other ttings. Students are under the joint pervision of field teachers on site and an ademic staff member at OISE/UT. The acticum provides a minimum of 80 days of field perience as junior staff members within school ttings. This course is normally open to dents in the M.T. in the Human Development d Curriculum Program only.

aff

JPX1001H Parenting: Multidisciplinary Perspectives

This course is designed to introduce students to a multidisciplinary range of approaches to the understanding of parenting. Research, theory, and professional practice are surveyed in a number of disciplines. Levels of analysis extend from the psychology of parenting to the societal context. Synthesis of the material is achieved via an organizing framework based on the social ecology of human development and via critical comparisons of different disciplinary perspectives. (Offered jointly by OISE/UT, the Faculty of Social Work and the Department of Psychology)

C. Corter (Coordinator)

Other courses accepted for credit

The following courses may be accepted for credit in the Department of Human Development and Applied Psychology. For course descriptions please see the relevant department's course listing.

Master's Courses

CTL1003	Language Arts in Primary Education
CTL1004	Reading and Language Comprehension
CTL1400	Classroom Adaptations and Instructional Strategies
CTL1401	The Resource Consultant: Skills in Classroom Consultation
CTL1402	Adaptive Instruction in Inclusive Classrooms
CTL1403	Special Education and Social Representation of Difference

Doctoral Courses

CTL1803	Research Seminar in Reading
CTL1880	Analysis of Instruction

SOCIOLOGY AND EQUITY STUDIES IN EDUCATION

Département de sociologie et d'études de l'équité en éducation

(SESE)

The Department of Sociology and Equity Stud in Education offers a full range of areas of stu leading to M.Ed., M.A., Ed.D., and Ph.D. degrees. These areas of study offer students general training in Sociology in Education with emphasis on equity issues. Particular focus areas include:

- Aboriginal and Indigenous Studies in Education
- Critical Pedagogy and Cultural Studies
- Critical Race and Anti-Racism Studies
- Feminist Studies and Gender Relations in Education
- Learning, Work and Change

Faculty participate in several related interdepartmental specializations, collaborati programs and research centres, as well as the Midnorthern Centre in Sudbury, and the OISE/ initial teacher education program.

The Department is organized as a constitution democracy with a General Assembly and standing committees which provide for policy and decision-making in departmental program selection of incoming students, etc. Our constitution is based on one person/one vote, and everyone in the Department (staff, faculty and registered students) has voting rights and welcome to participate in the running of the department.

GENERAL INFORMATION

- For information about **application** procedure and forms contact:
  OISE/UT Registrar's Office,
  Graduate Studies Admissions Unit, Room 485
  Telephone: 416-923-6641 ext. 2663/2664
  Telephone: 1-800-785-3345
  E-mail: gradstudy@oise.utoronto.ca

- For information about **registration** contact:
  Lynn Romero, Liaison Officer, Registrar's Offic
  Graduate Studies Registration Unit, Room 485
  Telephone: 416-923-6641 ext. 2430
  E-mail: lromero@oise.utoronto.ca

ACADEMIC INFORMATION

For further information on academic programs, contact:

Kristine Pearson, 416-923-6641 ext. 2292
E-mail: kpearson@oise.utoronto.ca
OR
Paul Olson, 416-923-6641 ext. 2287
E-mail: polson@oise.utoronto.ca
Website: www.oise.utoronto.ca/depts/sese

HAIRS AND COORDINATING FACULTY F THE DEPARTMENT

andra Acker, Ph.D. (Chicago)
ofessor and Chair of the Department, cross-
ppointed to the Department of Theory & Policy
udies in Education
ender and education; work, cultures, and
reers of teachers and academics; feminism
d educational policy and practice; sociology of
ucation; higher education)
cker@oise.utoronto.ca

eorge J. Sefa Dei, Ph.D. (Toronto)
ofessor, Associate Chair of the Department
d Departmental Graduate Coordinator, cross-
pointed to the Department of Anthropology,
iversity of Toronto
nti-racism and domination studies; sociology
race and ethnicity; international development;
digenous knowledges; political ecology;
hnography; and anti-colonial thought)
ei@oise.utoronto.ca

Paul Olson, M.A. (Princeton)
*raduate Studies Academic Secretary, to whom
ogram inquiries for this Department should be
rected*
ssociate Professor
ocial psychology; socialization; symbolic
eractionism; quantitative and qualitative
ethods; political sociology; theory; bilingual
ucation; computer implementation;
mparative education)
lson@oise.utoronto.ca

ACULTY

thalie Bélanger, Ph.D. (Sorbonne)
sistant Professor, jointly-appointed to the
partment of Curriculum, Teaching and
arning and the Centre de recherche en
ucation franco-ontarienne
ranco-Ontarian studies; sociology and history
special education; inclusive education)
elanger@oise.utoronto.ca

thy Bickmore, Ph.D. (Stanford)
sociate Professor, jointly-appointed from the
partment of Curriculum, Teaching and
arning
nflict and conflict resolution; social
dies/geography; cross-cultural and
mparative education; politics/social
ndations of education for democracy/equity)
ickmore@oise.utoronto.ca

Dwight Boyd, Ed.D. (Harvard)
Professor, cross-appointed from the Department of Theory & Policy Studies in Education
dboyd@oise.utoronto.ca

Kari Dehli, Ph.D. (Toronto)
Associate Professor
(feminist studies in education and educational policy; historical sociology and cultural studies; politics; power and subjectivity)
karidehli@oise.utoronto.ca

Margrit Eichler, Ph.D. (Duke)
Professor, cross-appointed to the Department of Sociology and University College, and Director, Institute for Women's Studies and Gender Studies, New College, University of Toronto
(feminist methodology; sustainability and social equity; family policy; new reproductive technologies; feminist eco-sociology)
meichler@oise.utoronto.ca

Laara Fitznor, M.Ed. (Manitoba)
Assistant Professor, Conditional, cross-appointed from the Department of Adult Education, Community Development and Counselling Psychology
(Aboriginal education: culturally relevant curriculum development and integration of Aboriginal perspective in education)
lfitznor@oise.utoronto.ca

Rose Baaba Folson, Ph.D. (Carol von Ossietzky University of Oldenburg)
Associate Professor
(theories and policies of migration; theories and everyday racism; international relations; civil moral code, sexuality and racism; feminist studies)
rfolson@oise.utoronto.ca

Michael Fullan, Ph.D. (Toronto)
Professor and Dean
(planned educational change; theories, methodologies, and dilemmas of intervention in the educational change process)
mfullan@oise.utoronto.ca

Edward B. Harvey, Ph.D. (Princeton)
Professor, jointly-appointed to the Department of Sociology and the Centre for Industrial Relations, University of Toronto
(studies of educational systems and the labour market; applied social research and policy analysis; employment equity)

Monica Heller, Ph.D. (California at Berkeley)
Professor, cross-appointed to the Department of Anthropology, University of Toronto and to the Centre de recherche en éducation franco-ontarienne
(Franco-Ontarian studies; linguistic anthropology of education; language, social inequality and social difference; sociology of language)
mheller@oise.utoronto.ca

Judy Iseke-Barnes, Ph.D. (Alberta)
Assistant Professor
(aboriginal education; culture and technology; anti-racist studies of education; culture and pedagogy; decolonizing education; cultural regeneration; indigenous knowledge)
jisekebarnes@oise.utoronto.ca

Helen Lenskyj, Ph.D. (Toronto)
Professor
(gender issues in sport; fitness and leisure; feminist pedagogy; health, sexuality, and sex education; feminist studies)
hlenskyj@oise.utoronto.ca

David W. Livingstone, Ph.D. (Johns Hopkins)
Professor, cross-appointed to the Department of Adult Education, Community Development and Counselling Psychology
(political economy and education; class analysis; learning and work; ideologies and consciousness; alternative futures)
dlivingstone@oise.utoronto.ca

Ruth Roach Pierson, Ph.D. (Yale)
Professor Emeritus, jointly appointed to the Department of Theory & Policy Studies in Education
(race, class and gender in historical sociology; women and colonialism, imperialism, and nationalism; feminist studies in education)
rrpierson@oise.utoronto.ca

Jack Quarter, Ph.D. (Toronto)
Professor, cross-appointed from the Department of Adult Education, Community Development and Counselling Psychology
jquarter@oise.utoronto.ca

Sherene H. Razack, Ph.D. (Toronto)
Associate Professor
(anti-racism studies; critical global and community issues; feminism; human rights; lav critical pedagogy; unions)
srazack@oise.utoronto.ca

Kathleen Rockhill, Ph.D. (California a Berkeley) (on leave)
Professor
(feminist, postmodern, and cultural studies; theories as applied to the study of disability, race and sexuality; qualitative and autobiographically-based inquiry)

Dorothy E. Smith, Ph.D. (California a Berkeley)
Professor Emeritus
(feminist studies in sociology; the social organization of knowledge; Marxist sociology)
dsmith@oise.utoronto.ca

D. Alissa Trotz, Ph.D. (Cambridge)
Assistant Professor, cross-appointed to the Institute for Women's Studies and Gender Studies, New College, University of Toronto
(sociology of race, class and gender; transnationalism; gender and international development; Caribbean studies)
da.trotz@utoronto.ca

Njoki Nathani Wane, Ph.D. (Toronto)
Assistant Professor
(gender, colonialism and development; indigenous knowledge practices; black feminism; anti-racist education)
nnathaniwane@oise.utoronto.ca

ASSOCIATED INSTRUCTORS

Pat O'Riley, Ph.D. (Ohio State)
(Aboriginal epistemologies, methodologies anc technologies as legitimate discourse in education, postpositivist research methodolog culturally relevant curriculum, opening technology discourses to difference, environmental education)
poriley@oise.utoronto.ca

Wallace Seccombe, Ph.D. (Toronto)
(historical sociology; family studies; marxist political economy; gender and generational relations in comparative perspective)
wseccombe@oise.utoronto.ca

DEPARTMENTAL FOCI

Faculty and student research and interests represent a variety of approaches to sociology and equity studies in education. The current composition of the department provides particular opportunities for students who may wish to focus their activities in the five areas listed below as well as in the Interdisciplinary and Interdepartmental Foci and Collaborative Programs. Students are not required to stay within a single focus when selecting courses.

Aboriginal and Indigenous Studies in Education

This focus addresses current issues, trends, perspectives, and models of Aboriginal and Indigenous education through historical, cultural, spiritual, social and political philosophies and themes. Specific foci include examination of Aboriginal, Indigenous, and marginalized knowledge in global contexts and pedagogical implications for educational change; roles of schools, media, institutions, governments and historical and contemporary policy in producing conditions of constraint, images of Indigenous peoples, social and class differences, dominance, control politics, and social inequalities in regard to Aboriginal and Indigenous peoples.
Faculty include: George Sefa Dei, Laara Fitznor, Judy Iseke-Barnes, Paul Olson, Pat O'Riley and Njoki Nathani Wane.

Critical Race and Anti-Racism Studies n Education

Courses in this focus provide students with an ntegrative view of social difference (race, class, gender, disability and sexuality) and a critical reading of multiple social oppressions revealed n different sites and sources: schools, universities, local communities, media, law and cultural production. Faculty include: Dwight Boyd, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Monica Heller, Judy Iseke-Barnes, Helen Lenskyj, Paul Olson, Ruth Pierson, Sherene Razack, Kathleen Rockhill (on leave), Alissa Trotz and Njoki Nathani Wane.

Critical Pedagogy and Cultural Studies

Core course: SES1956. Critical inquiry into the roles played by educational institutions in producing and maintaining cultures, symbolic dominance, and social inequalities; and analyses of alternative teaching materials and pedagogies intended to address and transform domination and inequality. Related courses are offered in the departments of Adult Education, Community Development and Counselling Psychology (AECDCP); Curriculum, Teaching and Learning (CTL); and Theory & Policy Studies in Education (TPS). Faculty include: Nathalie Bélanger, Kathy Bickmore, Kari Dehli, George Sefa Dei, Laara Fitznor, Monica Heller, Judy Iseke-Barnes, Helen Lenskyj, David Livingstone, Paul Olson, Sherene Razack and Kathleen Rockhill (on leave).

•Feminist Studies and Gender Relations in Education

Core courses: SES1981 (core course for this focus) and CTL1313 (core course for the M.Ed. in Gender Equity). This focus offers courses on gender studies in the family, school, and workforce; feminist practice; gender, class, race, language, and cultural and biological reproduction; social history of women and women's education; feminism and feminist historiography. Note that other courses offered by feminist faculty, but not listed in this focus, may be taught from a feminist perspective. Faculty include: Sandra Acker, Kathy Bickmore, Dwight Boyd, Kari Dehli, Margrit Eichler, Rose Baaba Folson, Edward Harvey, Monica Heller, Helen Lenskyj, Sherene Razack, Kathleen Rockhill(on leave), Alissa Trotz, and Njoki Nathani Wane.

•Learning, Work and Change

Core courses: SES2942 and SES2912. This focus is devoted to teaching and research about the interrelations of learning, paid/unpaid work, social, workforce training, and educational change. Courses offer theories and methods for understanding political, economic and ideological forces associated with educational and workplace change. Some representative themes include: influences of social class, gender, ethnicity and generation on learning practices and work opportunities; impacts of technological changes on labour markets, work democratization; changing labour processes and related training programs; school and community relations; teachers' work and educational innovation; and problems of underemployment and the future of work.

This focus is also associated with the Interdisciplinary Research Focus on Learning and Work (page 233) and the focus on Workplace Learning and Change in Adult Education, Community Development and Counselling Psychology (pages 51 - 52).

Faculty include: David Livingstone (coordinator), Sandra Acker, Nathalie Bélanger, Kari Dehli, George Sefa Dei, Rose Baaba Folson, Edward Harvey, Paul Olson, Wally Seccombe and Njoki Nathani Wane.

CENTRES

Three special interest research centres are presently based in the Department:

- Centre for Integrative Anti-Racism Studies
- Centre for the Study of Education and Work
- Centre for Independent Visual Media and Education.

Through its faculty, the Department also maintains close associations with two externally-based centres at OISE/UT: the Centre for Women's Studies in Education and the Centre de recherches en éducation franco-ontarienne. For more detailed information about these and other OISE/UT research and field centres, see pages 234 - 242 of the Bulletin.

INTERDISCIPLINARY RESEARCH FOCI

The following foci are fully described in the Graduate Interdisciplinary Research Foci section, pages 231 - 233.

•Études en Français

Le Département de sociologie et d'études de l'équité en éducation participe à un programme de cours à distance intitulé "Études franco-ontariennes en éducation" offert par le Département de curriculum, d'enseignement et d'apprentissage, dont la langue d'enseignment est le français. Ce programme multidisciplinaire mène au diplôme de M.Ed. La clientèle étudiante de Toronto peut aussi suivre ces cours. Vous trouverez la description en français des cours de sociologie qui font partie de ce programme dans la liste des cours qui suit. Pour de plus amples renseignements, prière de consulter la rubrique "Études en français" (voir page 232).

•Critical Pedagogy and Cultural Studies

See the Graduate Interdisciplinary Research Foci section, pages 231 - 232.

•Learning and Work

See the Graduate Interdisciplinary Research Foci section, page 233.

INTERDEPARTMENTAL GRADUATE SPECIALIZATIONS

The following specializations are fully describe in the Interdepartmental Graduate Specializat section, pages 225 - 230.

•Aboriginal Education

This interdepartmental specialization focuses issues and perspectives in Aboriginal Education. It is taken as part of the student's program within the Department of Sociology an Equity Studies in Education. Three courses in Aboriginal Education and additional methods course are recommended as part of student programs. Courses are to be selected from a (see page 226) from Sociology and Equity Studies in Education (SESE), Adult Education Community Development and Counselling Psychology (AECDCP), and Curriculum Teaching, and Learning (CTL). Associated SESE faculty are: Laara Fitznor, Judy Iseke-Barnes, Paul Olson and Pat O'Riley.

For more information on this area, contact:

Dr. Judy Iseke-Barnes, Assistant Professor
Telephone: 416-923-6641 ext. 2726
Fax: 416-926-4751
E-mail: jisekebarnes@oise.utoronto.ca)
OR
Midnorthern Native Focus Centre
31 Tuddenham Avenue
Sudbury, Ontario P3C 3E9
Telephone: (705) 674-8442
Fax: (705) 671-1582

•Gender Equity in Education

This interdepartmental specialization focuses the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part the student's main program within the Department of Sociology and Equity Studies in Education. CTL1313 Gender Equity in the Classroom is a required course. Two other courses are to be selected from a list of cours from various programs. The Centre for Women Studies in Education (CWSE) coordinates the specialization. (See pages 227 – 228.)

For more information on Gender Equit in Education, contact:

Caralee Price at CWSE
Telephone: 923-6641 ext. 2204
E-mail: cprice@oise.utoronto.ca
Website:
www.oise.utoronto.ca/projects/inclusive

LLABORATIVE PROGRAMS

mparative, International, and evelopment Education

is focus is fully described in the section on the llaborative Graduate Degree Programs, pages 1 - 222. Core course: CTL 6000 (offered in the partment of Curriculum, Teaching and arning can be counted for Sociology and uity Studies). Faculty include: Kathy kmore, George Sefa Dei, Rose Baaba Folson, vid Livingstone, Paul Olson, Alissa Trotz and ki Nathani Wane. Applicants must contact Program Coordinator in advance of mitting their application to the Registrar's ice. They should also forward **one copy** of ir application to him.

r more information on this program, ntact:
seph Farrell
llaborative Program Coordinator
mail: jfarrell@oise.utoronto.ca
6-923-6641, ext. 2361

vironmental Studies

dents in the Department of Sociology and uity Studies in Education can participate in Collaborative Environmental Studies gram. For complete details on the program, ase see page 223.
partmental contact person:
ki Nathani Wane
athaniwane@oise.utoronto.ca)

men's Studies (GCWS)

e departments of Adult Education, Community velopment and Counselling Psychology; rriculum, Teaching and Learning; Sociology l Equity Studies in Education and Theory & icy Studies in Education participate in the versity's Collaborative Graduate program in men's Studies (GCWS). All programs of dy should be planned in consultation with the aduate Women's Studies Program ordinator, Sheila Neysmith (978-3268), or the partmental representative for this program, , rgrit Eichler. Further information is available pages 223 - 224 of this Bulletin and from the ool of Graduate Studies Calendar.

DEGREE PROGRAMS

The programs leading to M.Ed., M.A., Ed.D., or Ph.D. degrees may be undertaken as follows: The M.Ed. Degree may be pursued on a full-time or part-time basis under either Option II (eight half-courses and a Major Research Paper (MRP) or under Option III (six half-courses and a thesis).

The M.A. degree may be pursued full-time or part-time and requires a thesis.

Note that although Ed.D. students may begin their studies on a part-time basis, they must register full-time for a minimum of two consecutive sessions, not including summer, of on-campus study and then maintain continuous registration full-time subsequently until all degree requirements are completed.

Ph.D. students must maintain full-time status throughout their degree program. (See Minimum Admission, Program and Degree Requirements section, pages 27 – 35.)

Both the Ed.D. and the Ph.D. require a dissertation but the Ph.D. requires, in addition, a comprehensive examination.

The number of courses which must be taken in the department will vary by the type of program (Ph.D., M.Ed., etc.). The minimum number of half courses which must be taken in SESE is listed in the table below. Students are free to take all their courses within the department but may also take courses in other OISE/UT departments, elsewhere in the University of Toronto School of Graduate Studies, or - with permission - at another accredited university graduate program.

Program	Total # of courses required	Minimum # of courses in SESE required
M.Ed.	6 half-courses 8 half-courses 10 half-courses	3 half-courses 4 half-courses 5 half-courses
M.A.	6 half-courses 8 half-courses 10 half-courses 12 half-courses	4 half-courses 4 half-courses 5 half-courses 6 half-courses
Ed.D.	8 half-courses 9 half-courses 10 half-courses 12 half-courses	4 half-courses 5 half-courses 6 half-courses 6 half-courses
Ph.D.	6 half-courses 8 half-courses 10 half-courses 12 half-courses	4 half-courses 6 half-courses 8 half-courses 8 half-courses

The Department offers courses **off-campus** as well as in **distance mode** to serve students in localities outside Toronto. Off-campus students typically complete their program by enroling in courses on-campus during the summer and/or by enroling as full-time students during a Fall Session and a Winter Session, consecutively. Information about off-campus and on-campus courses to be offered in the 2001 Summer Session and the 2001 Fall Session and 2002 Winter Session will be noted in the "Graduate Studies Course Schedule", available from the Registrar's Office, Graduate Studies Registration Unit, OISE/UT.

Incoming students in all programs should consult, by telephone, in person, or by e-mail, their assigned advisor (please note that a student's faculty advisor does not necessarily serve as his or her thesis, dissertation or MRP supervisor) prior to selecting courses for their program of study. Incoming students may also make enquiries regarding their course selections from the Liaison Officer in the Registrar's Office, Graduate Studies Registration Unit, OISE/UT. Although there are no required courses, it is recommended that new students take appropriate courses in methods and theory as well as a core course in their preferred focus area or areas. Master's level students are strongly encouraged to take a methods course at the SES1900 level and doctoral students at the SES3900 level. Students with little background in sociology in education are strongly encouraged to take SES1900, SES1901 or SES1904 .

Course outlines are available for consultation i the Department. To help students articulate a focus their intellectual concerns, the Departm offers:

- a designated faculty advisor for each stude (assigned to the student upon admission)
- a supervisor (to be recruited by the student) for theses, dissertations and MRPs
- independent study and research courses
- access to related courses in other graduate departments
- course outlines and evaluations
- a speaker's series
- the Sociology and Equity Studies in Educati Handbook which includes information about departmental and OISE/UT organization, facilities, and resources. The Handbook is distributed by the department at its orientations and is available from departme staff.
- notices and information sent over e- mail through the departmental email conference "SESE"
- workshops on particular topics such as writi thesis proposals

In addition, some faculty members run thesis support groups for their students.

DEPARTMENTAL ADMISSION REQUIREMENTS

The Department welcomes applicants with diverse but relevant backgrounds. M.Ed. and Ed.D. applicants must have the equivalent of twelve months professional experience. Ph.D candidates who are admitted without sufficien previous study in sociology or a cognate discipline may be required to take a lengthier program of study, as will M.A. candidates with a four-year bachelor's degree.

NOTE: For further information, contact the department to see M.A./Ph.D. Admissions Po I & II.

In addition to the general requirements for admissibility as outlined in the Minimum Admission, Program and Degree Requirement section (pages 27 - 35), applicants are require to submit the following:

a) a careful statement of intellectual interests and concerns relevant to sociology and equ studies in education as well as reasons for undertaking a program here in the Departme

) two letters of reference, preferably from university instructors with whom the applicant has studied or worked;

) at least one sample of written work in the social sciences

complete applications may be subject to rocessing delays or rejection.

OURSES

ne following list demonstrates the range of ourses offered within the department. Not all of e courses listed are offered in any given year. ourses listed in French are generally taught in stance mode. SES1900 to 2999 courses are enerally intended for the master's level (please ote that all of these courses are also available doctoral students). SES3900-3999 courses e designed specifically for doctoral programs.

OTE: The "*Graduate Studies Course chedule*", available from the Registrar's Office, raduate Studies Registration Unit, Room 4-485, ll record full descriptions of the 2001/02 pecial Topics in Sociological Research courses ES2999 at the master's level, and SES3999 at e doctoral level).

ES1900H Introduction to Sociology in ducation

n examination of the possibilities, promises, d problems with which sociological rspectives can enliven and enrich the derstanding of the educational process. This urse provides an introduction to and egration of theoretical and practical aspects sociology in education.
Olson

ES1900H Introduction à la sociologie l'éducation

cours a pour but d'examiner les possibilités, promesses et les problèmes avec lesquels perspectives sociologiques peuvent animer enrichir la compréhension du processus ucatif. Il fournit une introduction aux aspects éoriques et pratiques de la sociologie de ducation, et leur intégration.
Bélanger

SES1901H Basic Concepts in Sociology in Education

An introduction to basic, widely known concepts in sociology in education. Concepts covered will include many of the following: social order, social structure, status/role, culture, normative order, norms/rules, social action, social facts, sex/gender, race/racism, class, rationality, ideology, power, and authority.
Staff

SES1902H Introductory Sociological Research Methods in Education

An introduction to basic research methods appropriate for teachers and other students of sociology in education. General consideration will be given to technical problems with emphasis on the underlying research process and its practical implications for schools.
P. Olson

SES1903H Sociological Survey Research Methods in Education

A review of survey research techniques and design. Statistics and data analysis are covered. The course will emphasize analysis of quantitative data.
P. Olson

SES1904H Sociological Theory in Education

This course examines classical sociological theory through the works of Marx, Durkheim, and Weber. Beginning with an extensive coverage of the writings of Marx and Engels, discussion in the course will focus on 19th and 20th century social and economic history and the consequences of social thinking as it relates to the history of ideas, the formation of the modern world and the emergence of society as an object of knowledge. Students will be expected to develop critical readings of texts which draw upon the disciplines of philosophy, politics, science and education. Some attention will be given to contemporary Neo-Marxist debates (e.g., Benston, Smith, Althusser, Poulantzas, Laclau, Gramsci, etc.). And to selected problematics in postmodern social thought (e.g., Foucault, Bourdieu, Habermas, Seidman, etc.).
Staff

SES1905H Qualitative Approaches to Sociological Research in Education

This course will provide practical training in qualitative sociological research in education. Stages of qualitative research (such as identifying a topic, organizing projects and writing proposals, gaining access, collecting data by in-depth interviews and participant observation, using documents, analysing data, and writing reports) will be covered. Students will do a small project using techniques of interviewing and participant observation. Issues such as ethics, working with school boards and other agencies, and feminist research will also be raised. The course is most suitable for students who have some background in sociology but who have not previously conducted ethnographic or other forms of qualitative research.

S. Acker, M. Heller and Staff

SES1907H L'éducation multilingue et multiculturelle: l'analyse sociologique

Ce cours est traité comme un séminaire: l'emphase est mise sur le développement des structures analytiques à l'intérieur desquelles on peut réexaminer la relation existant entre l'éducation et le pluralisme culturel de la société canadienne contemporaine. L'on accordera une attention particulière au concept de multiculturalisme et aux programmes de développement qui s'y rapportent, ainsi qu'aux questions relatives à l'institution des politiques. Parmi les sujets qui seront discutés, on compte les suivants : l'éducation des groupes anglophone et francophone minoritaires, particulièrement en ce qui concerne la langue, les programmes scolaires et les enseignants.

M. Heller

SES1909H Eco-Sociology

This course aims to combine a feminist, ecological, and sociological perspective on selected global problems. It includes an examination of ecofeminist writings.

M. Eichler

SES1910H The Social Organization of Knowledge

This course is directed to a study of the procedures for, and accounts of, the way in which knowledge is organized in society. Its empirical focus is the objectified knowledge embodied in documentary form - news, data, records, etc. - through which we know the world at "second hand". The problematic is the relation between these objectified forms of knowledge and our direct experience. The intention is critical in explicating these as ideological processes integral to the power relations of contemporary society.

Staff

SES1911H Sociologie de l'education specialisee

Ce seminaire a pour but d'explorer, d'un point d vue sociologique et historique, et grace a un ensemble de donnees theoriques provenant aussi bien de France, d"Angleterre que du Canada, la mise en place de l'education specialisee. Cette forme d'education, constituee dans le but de repondre aux "besoi d'eleves designes comme "speciaux", eut son heure de gloire a une epoque donnee, soit ava qu'emergent les courants d'integration et d'inclusion scolaire. La situation des ecoles de langue francaise en Ontario sera egalement analysee au regard de cette question.

N. Bélanger

SES1912H Foucault and Research in Education: Discourse, Power and th Subject

This course will first introduce students to central approaches, themes and questions in work of Michel Foucault. Second, we will discu the theoretical implications, and methodologic uses, of his work by examining how a number researchers in education have made use of it. Finally, students will be invited to explore the implications and usefulness of Foucault for th own research. The course will involve reading and discussion of Foucault's own writing, as w as work by authors who have made use of, and/or critiqued his work and its implications.

K. Dehli

SES1920H Sociology of Minority Groups and Equity in Education

This course reviews the historical developme of different forms of inequality (e.g., gender, race, class, ability) in Canada. Based on this review and students' experiences, it explores ways in which these inequalities can be addressed educationally.

Staff

S1921Y The Principles of Anti-cism Education

e first half of the course provides a theoretical alysis of anti-racism and anti-oppression ucation and issues for students, educators, I staff interested in the pursuit of anti-racism I anti-oppression education in the schools. e second half focuses on practical anti-racism ategies aimed at institutional change in ools, classrooms, and other organizational tings. The intention is to ground theoretical nciples of anti-racism education in the actual ool practices of promoting educational usion, social change and transformation.
I.S. Dei

S1922H Sociology of Race and nnicity

s seminar reviews selected sociological ories and perspectives on race and ethnicity. e emphasis is on emerging debates and estigations on the interrelation of race, ider, and class in the construction of social I historical realities and identities. It explores implications of these advances for riculum and pedagogical practices.
requisite: SES1920H, or permission of tructor.
I.S. Dei

S1923H Racism, Law and Radical ucation

s course will focus on the issues that arise for vists when engaged in educational and anizational anti-racist initiatives. The context aw. The course examines race critiques of in terms of the theories of identity, racism I oppression contained within them. It then dresses the organizing and educational ues that emerge from various strategies for ial change considered in law. An important vity of the course is the exploration of nadian anti-racist initiatives. Since much of readily identifiable reading material on race ques of law is American, students will be couraged to pursue a specifically Canadian us in their research and presentations.
Razack

S1924H Modernization, velopment, and Education in African ntexts

exploration of the issue of modernization and elopment in African contexts and the impact education and educational reforms. It mines various theoretical conceptions of the socioeconomic development process and the role of formal and popular education programs within that process. There is a special emphasis on the impact of international finance capital and the World Bank's economic adjustment policies and programs on Africa's educational reforms. Among the specific topics covered are social aspects of political and economic development, social stratification and cultural pluralism, problems of national identity, political ideology, and the growth of nationalism, as well as ecological questions of peace, cooperation, and social justice.
G.J.S. Dei

SES1925H Indigenous Knowledge and Decolonization: Pedagogical Implications

This seminar will examine Indigenous and marginalized knowledge forms in transnational and global contexts and the pedagogical implications for educational change. It begins with a brief overview of processes of knowledge production, interrogation, validation and dissemination in diverse educational settings. There is a critique of theoretical conceptions of what constitutes 'valid' knowledge and how such knowledge is produced and disseminated locally and externally. A special emphasis is on the validation of non-western epistemologies and their contributions in terms of offering multiple and collective readings of the world. Among the specific topics to be covered are the principles of Indigenous knowledge forms; questions of power, social difference, identity, and representation in Indigenous knowledge production; the political economy of knowledge production; Indigenous knowledges and science education; Indigenous knowledge and global knowledge; change, modernity, and Indigenous knowledges. The course uses case material from diverse social settings to understand different epistemologies and their pedagogical implications.
G.J.S. Dei

SES1926H Race, Space and Citizenship: Issues for Educators

Drawing on recent scholarship in critical race theory, law, critical geography, history and cultural studies, on how spaces are constituted by and constitute social relations, this course will explore the issues that arise for educators who wish to consider the production of racial subjects in the making of Canada. The course addresses a central question: How can

subordinate groups contest the racialized and gendered structure of Canadian citizenship through educational practices when to do so is to call into question the dominant group's sense of self? To explore this question through interdisciplinary scholarship on race and space, the course will work with the narratives that each region of Canada tells about itself. We will examine the specific pedagogical sites, where the nation teaches its citizens who they are (sites of cultural production and popular culture, political discourse and schools) and consider the educational practices required to interrupt the production of a raced structure of citizenship.
S. Razack

SES1927H Globalization-Migration-Integration: Race and Gender Relations

The first session of this course will consider the discontents of globalization by examining the dynamics of the process of economic, political and cultural transformation in a framework of unequal power relations, which has caused uneven development in different regions of the world. We shall then examine the correlation between flows of capital and labour and how these flows affect social and economic structures in both "host" and "home" countries. The second session will look into how nation states in the north are strategically responding to the tension between migration and globalization, focusing on race, gender and education.
R.B. Folson

SES1950H Student Deviance, Resistance, and Educational Transformation

This course deals with theories of social deviance and a systematic examination of student deviance in relation to the school system, especially educational failure, as well as practical issues of typification, classroom order, streaming, discipline, special education, school violence and child abuse and child abuse prevention. The course will place a particular emphasis on kinds of deviance and resistance, theories of deviance, mechanisms of social control, the processing of deviance, measurements of deviance, and the social distribution of deviance in schools and society. The course will also focus on violence free school policies and practices; school codes of behaviour, school discipline, and student suspension policies and practices; and antiracist and ethnocultural equity policies and practices, including those pertaining specificall to the Aboriginal peoples.
Staff

SES1951H The School and the Community

This course investigates changing relations within and between schools and communities (however defined). We will review sociological and historical studies of community and discuss the ways in which different notions of "community" and forms of diversity have been employed by parents, teachers, administrators, trustees and others in struggles over the form, content, and outcomes of schooling. Students are encouraged to draw on their own experienc as parents, teachers, students, trustees and/o community activists. In some sessions, the course will be offered with an Aboriginal focus. Please contact the department for further details.
N. Bélanger, K. Dehli and staff

SES1951H L'école et la communauté

Dans plusieurs pays, et notamment au Canada, des réformes éducatives sont entreprises afin de rendre les administrations scolaires plus autonomes, davantage responsables et redevalbes face aux communautés. En ce sen le communauté, notamment au travers de l'action des parents, est invitée à jouer un role à l'école. Cette situation est issue de la critique d'un modèle scolaire considéré trop uniforme, peu enclin à répondre à des situations particulières et inapte à remplir son role en ce q concerne la transmission des savoirs de base jugés prioritaires. Cependant, certains voient dans cette--mise en marché de l'éducation--, u simple role d'apparat pour les parents et le retou à un schéma compétitif entre les élèves. Prenant en compte ces tensions et représentations différentes au sujet du role de l'école, ce séminaire a pour but d'examiner, grâce à des textes riches aussi bien du point d vue théorique qu'empirique, les liens qui unissent l'école et la communauté.
N. Bélanger

ES1952H Language, Culture, and ducation

ne anthropological perspective of the
hnography of communication will be adopted to
udy the relationship between language use,
cial relations, culture and learning in and out of
hools. The course will deal with the nature and
igin of cultural differences in language use and
tterns and social interactional styles; with the
nsequences of those differences for school
rformance; and with the usefulness of the
hnography of communication as both a
search and a pedagogical tool in the
velopment of curricula and teaching practices
at account for such differences. The
hnography of communication will also be
terpreted in the light of political economic
rspectives on the issue of sociolinguistic
versity and educational success.
. Heller

ES1952H Langue, culture et lucation

 lien entre l'usage linguistique, les rapports
ciaux, la culture et l'éducation, à l'intérieur
mme à l'extérieur des écoles, sera examiné
lon l'approche anthropologique de
thnographie de la communication. La première
rtie du cours sera consacrée à l'étude des
ractéristiques et des origines des différences
lturelles dans la façon de s'exprimer à l'oral et
'écrit, et de même que le comportement adopté
ns l'interaction sociale. La deuxième partie
ra consacrée à l'étude des conséquences de
s différences culturelles en ce qui a trait au
ndement académique et au développement
guistique des élèves en situation
ultilingue/multiculturelle. Finalement, nous
aminerons l'utilité de l'approche
nnographique comme méthodologie de
cherche et comme outil ou méthode
dagogique. Le cadre théorique et
éthodologique établi dans ce cours servira à
xamen des problèmes de l'éducation franco-
tarienne.
Heller

ES1953H Teaching Conflict and nflict Resolution: Politics and actice

is seminar applies sociological perspectives
the practical problem of teaching young
ople (and giving young people opportunities)
handle interpersonal and social conflict.
rticipants will bring their own experience to
ar on the ways conflict may be silenced, avoided, confronted or resolved in the realms of school knowledge, pedagogy, hidden curriculum, peacemaking programs, school governance, and school social relations. Our focus will be less on "how to" manage conflict resolution education, and more on analyzing where and how various kinds of education about conflict "fit" in (and challenge) the regularized business of schooling. Although our emphasis will be on school-based socialization and opportunities to learn, we will examine the relationships between school experience and other cultural, political, and social-structural influences. The seminar is intended as part of a program of study in Critical Pedagogy and Cultural studies, or Policy and Practice in Education. This course will not be taught in 2001-2002.
K. Bickmore

SES1954H Marginality and the Politics of Resistance

This course examines the processes through which certain groups are marginalized and explores some strategies for resistance. The first section explores: the meaning of subjectivity and its relationship to political practice, experience, knowledge, and power. Section two looks more closely at gender, sexuality and race, exploring here both the concepts we have used to understand domination and the practices of marginalization themselves. Section three considers three strategies of resistance: writing, cultural production, and politics.
S. Razack

SES1956H Social Relations of Cultural Production in Education

This course will analyse how cultural meanings are produced, interpreted, legitimated, and accepted and/or rejected in educational settings, including but not limited to schools. Critical perspectives from feminism, Marxism, and poststructuralism will be explored to consider how culture has been investigated and taken up in/through sociology, cultural studies, and studies of education and schooling.
K. Dehli

SES1957H Theorizing Disability

In this course, we consider how major life debates about euthanasia, abortion, and the uses of drugs and technologies to extend the boundaries of the body and its capacities are related to the social, cultural and spatial conventions and practices that provide the

ground of performative possibility in everyday life. Theories of the body, of normalcy, of the subject, and of the production of 'differences' are worked in relation to the category of disability as it is currently being mobilized by disability activists. The disabled body, as an 'unruly' body, serves as a site of disciplinary practices, of social de/valuation and cultural enfreakment, raising central questions for theorizing how some bodies come to matter and others do not.
Staff

SES1958H Cultural Narratives in Cyberspace

Cyberspace can be defined in many ways. What are the metaphors which define it? What are the discourses that emerge there? How are these produced in cultural negotiations? This course examines cyberspace as a site of cultural production and as a potential site of both retrenchment and resistance to hegemonic understandings of culture. Issues of identity and cultural politics will be examined in regard to cyberspace interactions. Literature from postcolonial and cultural studies, poststructuralist and feminist orientations will provide theoretical orientations in examining cyberspace.
J. Iseke-Barnes

SES1980H Reproductive Technologies and Education

This course will briefly explore the social history of biological/human reproduction and focus on the recent developments in the new reproductive technologies. Particular attention will be paid to the social aspects of the new technologies and arrangements (such as the commercialization and industrialization of human reproduction, and judicial interventions in pregnancies and deliveries) and to the consequences of these developments for education, women, men, children, and society at large.
M. Eichler

SES1981H Feminist Scholarship and Education

The core course of the feminist focus introduces a range of thinking and methods in feminist thought relevant to sociology. It will focus on the development of feminist theory and practice that are central to feminism as it is taught in this department.
Staff

SES1982H Women, Diversity and the Educational System

This course examines the impact of the changi situation of women in society on educational processes and curriculum. Among topics covered are gender, biography, and educationa experience; patterns of educational access an achievement; gender as an organizing principle in school and classroom practices and peer relations; teachers' careers; women's studies; feminist agendas and strategies for change.
S. Acker and H. Lenskyj

SES1983H Gender, Race and Historical Sociology

This course will introduce students to a variety approaches to sociological historical investigation and to debates surrounding the impact of postmodern concepts, the shift from women's history to gender history, and the extent to which gender has or has not been studied as mutually constitutive of the categories of class, race, sex, and sexuality.
Staff

SES1985H Women's Learning, Women's Health Movements, and the Health Professions

The course will investigate recent social chang movements in North America and internationall that have focused on women's health, broadly defined. Various feminist analyses of women's learning and women's health will be evaluated, with particular attention to factors such as soc class, race/ethnicity, and sexuality. In examining women's health and the implications for women's learning, the course will include discussions of reproduction, sexuality, violenc mental health, body image, and recreation. Community education and development initiatives in these areas will be evaluated. Finally, health professionals' responses to women's health movements, and the implicatio for women in the health professions, will be investigated.
H. Lenskyj

SES1986H Women, Education and Leadership: Feminist Perspectives

This course will examine feminist critiques of androcentric leadership and investigate femini alternatives that challenge oppressive social practices, systemic misogyny, racism, homophobia and socio-economic inequality in fields such as nursing, teaching, social servic and recreation.
H. Lenskyj

ES1988H Diversity and Social ustice Issues in Physical Education, ecreation and Sport

sues of physicality and the body are often verlooked in the sociology of education erature, while in the field of physical and health lucation, the differential effects of gender, ocial class, race/ethnicity, sexuality and s/ability on children's and adults' experiences physical education, recreation and sport are equently underrecognized. The course will egin by examining critical sociological pproaches to understanding interacting stems of oppression and their significance for ysical education, recreation and sport, oadly defined. Feminist and antiracist alyses of girls' and women's experiences will central . There will be a focus on education, adings and discussions addressing issues of dagogy/andragogy in relation to diverse oups, including ethnic minorities, working ass people, lesbians/gays and people with sabilities, and in various sociocultural ntexts, including schools, universities and mmunities.
Lenskyj

ES1989H Black Feminist Thought

rious discourses, theoretical frameworks and ological proclamations have been employed analyze, criticize and interrogate everyday ed experiences of black peoples. This course amines the multiple oppressions and social presentations of black women using a black minist theoretical framework. Part of the urse will be devoted to black feminist theory -- heory developed out of black women's periences and rooted in their communities. e course will also examine the following issues ong others: strands of feminisms with rticular emphasis on feminisms as advocated the visible minorities; the divergences and nilarities of black feminisms; and the terogeneous nature of black women's periences. The course will be sociological and torical in nature and will examine the ersections of race, class, gender and mophobia.
Wane

SES2910H Changes in Families and Policy Consequences for Government and Education

An examination of recent and anticipated changes in Canadian families and the study of current government policies concerning families. An investigation of the present situation, government policy, and educational policy. (Not offered in 2001-2002)
M. Eichler

SES2911H Practical Problems in Educational Innovation

A sociological approach to the practical problems faced by different types of school personnel (administrators, teachers, students, parents) in planning, implementing, accepting, or rejecting school innovations. The course includes a detailed look at contemporary educational program changes such as curriculum guidelines, and an examination of strategies for planning and implementing educational change.
Staff

SES2912H Teachers' Work: Classrooms, Careers, Cultures and Change

This course will draw upon sociological perspectives and techniques to study the work situation of teachers. Teachers will be considered as individuals, in their classroom roles, as colleagues in workplace cultures, and as members of an occupation. These topics will be set in the context of the social role of education and of contemporary social and educational issues and debates.
S. Acker

SES2913H Policy Research and Educational Systems

The course will examine social and educational policy in Canada and the role that sociological research plays in its formulation and evaluation. The force driving policy change will be examined. Policy-oriented sociological research strategies will be evaluated in detail.
E.B. Harvey

SES2914H Education, Gender Relations, and Masculinity

This course deals with the historical construction and contemporary forms of regulating masculinity as the dominant, dominating feature of approved, privileged social identity within the centrally defining contexts of familial, educational, and occupational relations. The course format will be exploratory and workshop-oriented.
H. Lenskyj

SES2915H Managing Educational and Employment Diversity

Demographic and social changes have dramatically altered Canada's workforce and school populations. By the end of the century, over 85 percent of new workers will be women, members of racial minorities, including those of Aboriginal origin, and persons with disabilities. This course will analyse issues of equality of opportunity in employment and education. It will examine practical strategies for achieving needed changes and effectively valuing and managing the increasing diversity of our work and training institutions.
E.B. Harvey

SES2940H Rethinking Materialism and Education

The core course of the political economy of education focus, which introduces the range of perspectives, methods, and concepts in materialist thought. Both the historical development of Marxism and diverse current applications will be illustrated. Topics will include: assessments of Marx's method of inquiry, dynamics of capitalist production, class relations and class consciousness, contemporary Marxist approaches to education, and current challenges to Marxism. Emphasis throughout will be on the applicability of Marxist modes of analysis to the study of educational theory and practice.
D.W. Livingstone

SES2941H Social Inequities and Education

Exploration of knowledge and power relations in the reproduction and modification of social inequities from class, gender, ethnic, age and disability standpoints, particularly as they affect educational and learning opportunities and the legitimacy of different forms of knowledge. The roles of family origins, schools and teachers receive particular attention.
D.W. Livingstone

SES2942H Education and Work

An introduction to critical contemporary studies of relations between the realms of learning and work. Formal, nonformal and informal learning practices will be examined, as will paid employment, household labour and community service work. Special attention will be devoted to the connection between underemployment and lifelong learning.
D.W. Livingstone

SES2943H Ideologies, Public Opinio and Policy-Making in Education

The course begins with a general analysis of ideologies and their relations to social practice and an examination of ideologies and ideologic domination in contemporary Canada. Research methods of understanding social concerns - including surveys and discussion groups - are then assessed, followed by a critical comparative review of recent research on the social and educational concerns of Canadians and other peoples. Then major educational poli issues of common student interest will be studied collectively in terms of the relations between public attitudes and policy-makers' decisions.
D.W. Livingstone

SES2970H Countering Myths About Aboriginal People through Multiple Medias

Myths about Aboriginal peoples are produced i cultural forms and cultural practices. Cultural productions which replicate and reproduce the stereotypic images include media, film, photography, newspapers and other written texts. This course will endeavor to dispel these myths through careful, critical, and multiple readings of 1) papers and books which produce these myths or provide alternatives to these myths; 2) the Royal Commission on Aboriginal Peoples Report; 3) selected films which provid access to these myths and counter them through integration of story, sound and image; and 4) selected locations on the Internet where myths are produced and countered. This cour will draw upon literature in Aboriginal educatio feminist studies, postcolonial and cultural studies, and anti-racist studies.
J. Iseke-Barnes

ES2998H Individual Reading and esearch in Sociology and Equity tudies in Education: Master's Level
pecialized study, under the direction of a staff ember, focusing on topics of particular interest the student that are not included in available ourses. This study may take the form of a ading course combined with fieldwork in mmunity groups and organizations, or dependent study of any type. While credit is ot given for a thesis investigation proper, the udy may be closely related to a thesis topic.
taff

ES2999H Special Topics in ociological Research in Education
ourses that will examine in depth topics of articular relevance not already covered in gular course offerings in the department. The pics will be announced and described in the hedule of courses.
aff

ES3900H Advanced Issues in ociological Research Methods in ducation
is course focuses on the uses and techniques sociological methods in actual research ojects and problems. The course will blend th quantitative and qualitative methods and scuss their relevance to theory, interpretation, d philosophy of science. It will be especially propriate for students undertaking doctoral ork. Students will be expected to discuss in ss their own research problems. The class will nsider the strengths and pitfalls of alternative search approaches and the data they nerate.
aff

S3901H Research Seminar: eoretical and Methodological oblems in Advanced Historical ciological Research in Education
s course will provide students who are at the ge of thesis writing with the opportunity to plore and discuss questions of research thods and problems of theorization.
aff

SES3910H Advanced Seminar on Race and Anti-Racism Research Methodology in Education
This advanced graduate seminar will examine multiple scholarly approaches to researching race, ethnicity, difference and anti-racism issues in schools and other institutional settings. It begins with a brief examination of race and anti-racism theorizing and the exploration of the history, contexts and politics of domination studies in sociological and educational research. The course then looks at ontological, epistemological, and ethical questions, and critical methodological reflections on race, difference and social research. The course will focus on the ethnographic, survey and historical approaches, highlighting specific qualitative and quantitative concerns that implicate studying across the axes of difference. We will address the issues of school and classroom participant observation; the pursuit of critical ethnography as personal experience, stories and narratives; the study of race, racism and anti-racism projects through discourse analysis; and the conduct of urban ethnography. Through the use of case studies, we will review race and anti-racism research in cross-cultural comparative settings and pinpoint some of the methodological innovations in social research on race and difference. Prerequisite: SES1922H or permission of instructor.
G.J.S. Dei

SES3912H Race and Knowledge Production: Issues in Research
As a doctoral level course for students who already possess some familiarity with postmodern, feminist, or post- colonial theories, the course will consist of readings that explore the following two questions: How is knowledge production racialized? How can intellectuals challenge imperialist and racist systems through their research and writing? The course examines: colonialism, imperialism, and gender; researching everyday racism; racism and education; racial knowledge and the disciplines, and writing as resistance.
S. Razack

SES3913H En/Coding Domination: Theorizing Power Relations Based on Race, Gender, and Class

Anti-racists, feminists and other critical scholars in the social sciences have amply demonstrated multiple ways through which asymmetrical power relations encode, normalize and sustain oppression. In their analyses, they have to a large extent focused their critiques of power relations involving domination on the written text as a primary site of investigation. The goal of this course is to explore covert ways through which power relations of domination are produced, perpetuated and contested. We will analyze means other than spoken/written texts through which oppressive power relations based on race, gender and class work themselves out in the social, political, and cultural spaces. We will give a great deal of attention to gesture, gaze, and other forms of "body language" which convey power relations of domination along race, gender, and class "fault" lines.
R.B. Folson

SES3914H Anti-Colonial Thought and Pedagogical Challenges

Contact between the 'imperial order' and the 'colonial' periphery continues to involve complex and creative encounters/resistances. The myriad forms of resistance help sustain the local human condition of the colonized 'other'. This advanced seminar will examine the anti-colonial framework as an approach to theorizing issues emerging from colonial and colonized relations, using subversive pedagogy and instruction as important entry points to critical social practice. Focussing on the writings and commentaries of revolutionary/radical thinkers like Memmi, Fanon, Cabral, Gandhi, Machel, Che Guevara, Nyerere and Nkrumah, the course will interrogate the theoretical distinctions between anti- and post-colonial thought, and identify the particular implications/lessons for critical educational practice.

Among the questions explored will be: the challenge of articulating anti-colonial thought as an epistemology of the colonized, anchored in the indigenous sense of collective and common colonial consciousness; understanding power configurations embedded in ideas, cultures and histories of marginalized communities; the understanding of indigenity as pedagogical practice; the pursuit of agency, resistance and subjective politics through anti-colonial learning; the investigation of the power and meaning of local social practice and action in surviving both the colonial and colonized encounters; and the identification of the historical and institutional structures and contexts which sustain intellectual pursuits. The course will conceptualize 'colonial' not simply as 'foreign' o 'alien', but rather as 'imposed and dominating'.
G.J.S. Dei

SES3920Y The Politics of Representation and Pedagogies of 'Difference'

Representation can be thought of as the shimmering slip between 'the real' and 'the known', the self and the social. In this course, we explore how 'insurgent' representational practices work to interrupt the assumptions of truth, of 'the normal' and of normalized bodies, that form the ground of pedagogical practice. Through the viewing of 'independent' film and video, we consider the politics of identity and th representational strategies that have been use to challenge conventions of race, sexuality, ableism and class. Drawing upon the literature cultural studies, we focus upon implications for teaching and learning about how 'difference' is inscribed through signifying and reading practices of identification and disidentification.
Staff

SES3921H Language and Social Difference in Education: Comparative Perspectives

The purpose of this course is to examine the ways in which education is bound up with ideologies of language and social difference in specific political contexts. While the focus is o race and ethnic relations, the course also examines how these intersect with questions o gender and class.
M. Heller

SES3922H Analysing Classroom Discourse

This course will consider models of discourse processing as they can be made to apply to classroom interaction. The aim of the course is to recover how (what counts as) knowledge in the classroom is socially organized through, a in, discourse. Particular attention will be paid t conversation analysis.
M. Heller

ES3930H Advanced Seminar on eminist Methodology and Education

his course explores methodological and ethical sues surrounding non-sexist or feminist esearch. It examines concrete samples of work sing a feminist approach, and the research roblems associated with such an approach. tudents conducting feminist research (however efined) are encouraged to use this course to ork through some of their research problems. rerequisite: SES1981H, SES1982H, ES1983H, or permission of instructor.

. Eichler

ES3931H Feminism and oststructuralism in Education

this advanced theory course we will debate ome of the key questions raised by feminist oststructuralist writers. These include the ature of power and the subject; the workings of scourse; and the status and effects of nowledge. Detailed consideration will be given feminist poststructuralist accounts of ducational practice and feminist pedagogy. rerequisite: SES1981H or permission of structor.

. Dehli

ES3932H Contemporary Perspectives n Women and Higher Education

his course enables students to take a close ok, from a sociological perspective, at gender lations in higher education. The focus will be n women students and faculty members in niversities and colleges, although it is nderstood that gender operates in tandem with ce, class, age, sexual orientation and other ources of identity and positioning. We will onsider questions of access, representation, xperience, and career; look at efforts to alter urriculum and pedagogy in accordance with eas about women's needs or feminist process; nd review feminist and other critiques of the urposes and cultures of the university. pecific topics such as student cultures, thesis upervision, sexual harassment, the "chilly mate", and so forth will be taken up through adings and student presentations.

Acker

SES3942H Innovations in Education: A Comparative Analysis

This course uses data from a variety of societies - both "developed" and "developing" to identify factors that may influence the success of large-scale educational change efforts. A wide variety of types of reforms, in very different sociopolitical settings, are considered. The objective is to develop an extensive taxonomy of social, economic, cultural, political, and administrative factors that may have to be considered in planning, or predicting the outcome of, any particular large-scale educational change effort. The nations considered vary somewhat from year to year, but typically include France, Germany, England, the Soviet Union, Peru, Chile, Cuba, China, and Japan.

J.P. Farrell

SES3943H Applied Sociology of State Formation and Educational Policy

In the first part of this course two approaches to analyses of modern state power will be surveyed: historical sociology and studies of governmentality. In the second part of the course, these approaches will be drawn upon to study specific educational policies and policy-making practices.

K. Dehli

SES3944H Language and Gender in Education

This course will examine two aspects of the relationship between language and gender in educational settings: first, ways in which gender is constructed interactionally; second, ways in which gendered patterns of language use are differentially valued in and across educational contexts. The first part of the course will set the framework in terms of the sociolinguistic literature on language and gender. The second will examine case studies from a wide variety of contexts. The third will be devoted to student explorations of the domain.

M. Heller

SES3951H Political Economy, Canadian Culture, and Education

This course will deal with factors of capitalist development of the Canadian economy, uneven regional development, the nature of the Canadian state, Canada's place in the modern world economy, and Canadian class formations,

in terms of their shaping of our educational systems. The educational implications of such topics as the economic roles of Canadian women, the cultural impact of the U.S.A., and Quebec nationalism may also be considered. Students will be expected to conduct a case study dealing with the limits of educational reform in Canada.
D.W. Livingstone

SES3952H Sexism, Racism, Colonialism: Pedagogical Implications
This advanced seminar explores the linkages between sexism and racism by examining the interrelations of gender, race, and class in the development of nation-states in contemporary societies.
Staff

SES3998H Individual Reading and Research in Sociology and Equity Studies in Education: Doctoral Level
Description as for SES2998H.
Staff

SES3999H Special Topics in Advanced Sociological Research in Education
Description as for SES2999H, but at the doctoral level.
Staff

Credit for Out-of-Department Courses
Under special circumstances, SESE credit may be granted for a course offered by another OISE/UT department. SESE accredited external courses may be used in partial fulfillment of the minimum SESE course requirements specified for their program (see page 170 of this Bulletin). SESE credit for out-of-department courses may not exceed **one half-course** of a students' program.

The department's graduate studies secretary maintains a list of courses outside the department currently approved for SESE credit. For example, students associated with the Learning, Work and Change focus may take AEC1148 Introduction to Workplace and Organizational Democracy, Power and Difference in the Workplace. Similarly, students associated with the Critical Race and Anti-Racism Studies focus may take TPS1431 Gendered Colonialisms, Imperialisms and Nationalisms for SESE credit.

THEORY & POLICY STUDIES N EDUCATION TPS)

The Department of Theory & Policy Studies in Education consists of three graduate programs:

- Educational Administration
- Higher Education
- History and Philosophy of Education

The History and Philosophy of Education program represents cognate disciplines. The Educational Administration and Higher Education programs represent the application of cognate scholarship to domains of practice.

Each program offers courses of study leading to M.Ed., M.A., Ed.D. and Ph.D. degrees. Certificate and diploma programs are also offered in the Department. TPS, as well, has an important initial teacher education function. In addition to supporting a wide range of research projects focussed on provincial, national, and international issues in education, the Department is home to three research centres:

- The Centre for Leadership Development
- The Centre for the Study of Values and Leadership
- The International Centre for Educational Change

To be admitted to the Department, application must be made to one of the four areas of study:

- Educational Administration
- Higher Education
- History of Education
- Philosophy of Education

Following brief information on two Collaborative Graduate Degree Programs and an Interdepartmental Graduate Specialization in which all three TPS programs are involved, a list is provided of each area of study, its faculty, degree requirements and courses.

NOTE: Some programs have professors emeriti who have part-time appointments. The duration of such appointments varies; please contact the Department for information on the continuing status of such appointments.

GENERAL INFORMATION

- For information about **application** procedures and forms contact:
  OISE/UT Registrar's Office,
  Graduate Studies Admissions Unit, Room 485
  Telephone: 416-923-6641 ext. 2663/2664
  Telephone: 1-800-785-3345
  E-mail: gradstudy@oise.utoronto.ca

- For information about **registration** contact:
  Lynn Romero, Liaison Officer, Registrar's Office
  Graduate Studies Registration Unit, Room 485
  416-923-6641 ext. 2430
  lromero@oise.utoronto.ca

ACADEMIC INFORMATION

- **Educational Administration**
  Susan Padro, Program Coordinator
- **Higher Education**
  Linda Muzzin, Program Coordinator
- **History of Education**
  David Levine, Coordinator
- **Philosophy of Education**
  Dwight Boyd, Coordinator

CHAIRS OF THE DEPARTMENT

Glen A. Jones, Ph.D. (Toronto)
Associate Professor and Chair
(systems and politics of higher education in Canada)

Nina Bascia, Ph.D. (Stanford)
Associate Professor and Associate Chair
(organizational and social context of teaching and administration; micropolitics of education; teachers' professional associations; teacher leadership; teacher development; educational policy analysis and program evaluation)

INTERDEPARTMENTAL GRADUATE SPECIALIZATION

M.Ed. in Gender Equity in Education: This Interdepartmental Graduate Specialization focuses on the practical and professional relevance of gender equity issues for teachers and educational administrators. It is taken as part of the student's course load within any graduate program in the Department of Theory & Policy Studies in Education. One course on Gender Equity in the Classroom (taught in the Department of Sociology and Equity Studies in Education) is required; two other courses are to be selected from a list of courses from various programs. The Centre for Women's Studies in Education (CWSE) coordinates the specialization. For more information, see the entry on Interdepartmental Graduate Specializations, pages 227 - 228 and/or contact:

Centre for Women's Studies in Education
Telephone: 416-923-6641, ex 2204
E-mail: cprice@oise.utoronto.ca

COLLABORATIVE GRADUATE DEGRE PROGRAMS

- **Comparative, International and Development Education**
  Program Coordinator: Joseph P. Farrell
  An integrated set of courses for students who wish to study teaching and learning, curriculur or general education issues from a comparativ or cross-cultural perspective is available in thi program. Students are able to draw upon the faculty and other resources of four of OISE/U five departments. Interested students should seek further information from Joseph P. Farrel See also pages 221 - 222 for details on this program.

- **Graduate Collaborative Program in Women's Studies (GCWS)**
  The departments of Adult Education, Commur Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education participate in the University's Graduate Collaborative Program i Women's Studies (GCWS). All programs of study should be planned in consultation with t Graduate Women's Studies Program Director Innis College and the program advisor in the student's OISE/UT home department. Furthe information is available on pages 223 - 224 of this *Bulletin* and from the School of Graduate Studies Calendar.

EDUCATIONAL ADMINISTRATION PROGRAM

usan Padro, Ph.D. (Florida State)
rogram Coordinator
ssociate Professor
educational systems planning/strategic lanning; policy analysis and decision-making; omputers in educational administration; gender sues in educational administration)

tephen Anderson, Ph.D. (Toronto)
ssociate Professor
lanned educational change; school nprovement, initial and inservice teacher evelopment; comparative and development ducation; program evaluation)

ina Bascia, Ph.D. (Stanford)
ssociate Professor and Associate Chair
rganizational and social context of teaching nd administration; micropolitics of education; achers' professional associations; teacher adership; teacher development; educational licy analysis and program evaluation)

aul T. Begley, Ed.D. (Toronto)
ofessor
dministrative values; performance appraisals; hool improvement processes; leadership velopment)

Elizabeth Campbell, Ph.D. (Toronto)
sociate Professor
thics in education; moral dimensions of hools; qualitative research on educational licy and practice)

vid J. Corson, Ph.D. (London)
ofessor, cross-appointed to Curriculum, aching and Learning
nguage policy and planning; minority hooling, school to work; discourse and power; cial research theory and methods)

nanda Datnow, Ph.D. (UCLA)
sistant Professor
hool reform; educational policy analysis; uity; qualitative research methods; teachers' fessional lives; gender and education)

Lorna M. Earl, Ph.D. (Western Ontario)
Associate Professor; cross-appointed to Curriculum, Teaching and Learning
(assessment reform - large scale and classroom; program evaluation; qualitative and quantitative research methods; linking research and practice)

Denis Haché, Ph.D. (Montreal)
Associate Professor; Head, Centre de recherches en éducation du Nouvel-Ontario (CRENO), Sudbury
(professional development; strategic planning; school improvement; distance education; ethnolinguistic vitality)

Lynne Hannay, Ph.D. (Ohio State)
Associate Professor; Head, OISE/UT Midwestern Centre, cross-appointed to Curriculum, Teaching and Learning
(curriculum processes; school-based curriculum development; professional development; action research)

Andrew Hargreaves, Ph.D. (Leeds)
Professor
(teacher development; time and teachers' work; culture of the school; curriculum and assessment reform; qualitative research on educational policy and practice)

Reva Joshee, Ph.D. (Univ. of British Columbia)
Assistant Professor
(equity and education; policy studies; citizenship and diversity policies; immigrant women; citizenship education and adult immigrants; citizen involvement in policy-making)

Kenneth A. Leithwood, Ph.D. (Toronto)
Professor
(educational leadership; administrative expertise; school and school system improvement)

John Portelli, Ph.D. (McGill)
Professor
(democratic values and educational leadership; student engagement and critical pedagogy; standards, diversity and educational policy analysis; philosophical issues in educational administration; developing critical/philosophical discussions in schools; teacher education and critical practice.

Cecilia Reynolds, Ph.D. (Toronto)
Associate Professor and Associate Dean, Academic Program
(women and school leadership; gender relations in educational organizations; single-sex schooling policies and practices; historical contexts and teacher's work; professionalism and novice teachers)

James J. Ryan, Ph.D. (Toronto)
Professor
(interpretive and critical theories of educational administration; ways of knowing educational administration; native and minority education)

Marvin A. Zuker, LL.B (Osgoode), M.Ed. (Toronto)
Associate Professor
(legal context of education)

PROFESSORS EMERITI:
John E. Davis, Ph.D. (Toronto)
Edward S. Hickcox, Ed.D. (Cornell)
Stephen B. Lawton, Ph.D. (California at Berkeley)
Donald F. Musella, Ed.D. (State University of New York at Albany)
Richard G. Townsend, Ph.D. (Chicago)

PROGRAM MISSION

The Educational Administration program is devoted to the study and development of policy, leadership, change, social diversity, and ethics and values in education. Students may choose to focus their attention on courses in one of these five program strands or to explore the field more broadly. Several degree and non-degree programs are offered to meet the diverse needs of practitioners and scholars of educational administration.

CERTIFICATE AND DIPLOMA PROGRAMS

Non-degree certificate and diploma programs include:

- Certificate Program in School Management (offered through the Department)
- Diploma of Advanced Studies in Educational Administration (offered through the Department)
- Ontario Principal Certification Program (offered through the Leadership Centres).

For information on the Ontario Princi Certification Program please contact

- Centre for Leadership Development
  Vashty Hawkins
  252 Bloor Street West, Room 6-123
  Telephone: 416-923-6641 ext. 2721
  E-mail: vhawkins@oise.utoronto.ca

- Centre for the Study of Values and Education
  (Cambridge and Barrie courses)
  Prof. Paul Begley
  252 Bloor Street West, Room 6-192
  Telephone: 416-923-6641 ext. 2406
  E-mail: pbegley@oise.utoronto.ca
  Website: www.oise.utoronto.ca/~pbegley/

CERTIFICATE PROGRAM IN SCHOOL MANAGEMENT

The Certificate Program in School Manageme serves the professional development needs school business officials and other education administrators who desire further study in sch administration.

Admission and Fees

Admission requirements are:
a) seven years' experience as a school busin official or in some other aspect of school administration;
b) two letters of recommendation, one from ar educational administrator for whom the applicant has worked directly, one from a professional colleague or a university professor who can speak to the question o academic competence;
c) an educational background appropriate for work at an advanced level; normally, a deg of high standing from a recognized univers or equivalent.

The Certificate Program is operated entirely through the Educational Administration progr

All correspondence and fees shouid sent to:
Marion Morgan, Certificate Program
Telephone: 416-923-6641 ext. 2472
E-mail: mmorgan@oise.utoronto.ca

Full-time students pay the full graduate academic fee per annum (plus incidental fees Part-time students pay for each half-course. 2000/01, the full-time annual fee was $5,819. and the half-course fee was $872.85.

rogram Requirements

he program of study consists of:

) TPS1040 and TPS1041, which are strongly recommended as first courses;
) two half-courses related to school board management, which normally include TPS1017;
) two elective courses, normally in Educational Administration.

tudents may begin the program in the second rm of Summer Session (July/August) or the Fall ession or the Winter Session. If full-time, the rogram may be completed in the Fall and Winter essions (September to April). If part-time, it ay be completed through attendance in Fall, /inter and Summer Sessions.

IPLOMA OF ADVANCED STUDIES IN DUCATIONAL ADMINISTRATION

he Diploma of Advanced Studies in Educational dministration is intended for experienced dministrators holding a master's degree in dministration or equivalent who desire a short ll-time program of challenging studies and periences.

ach student's program will be planned on the sis of a needs analysis with department culty. The program will consist of a total of six lf-courses, credit for two of which may be rned through approved professional velopment activities; ten contact days of proved activity will constitute the equivalent of e half-course.

rmally, there will be a full-time requirement of e session of study (September to December or nuary to April). All requirements for the ploma will have to be completed within seven ars of admission to the program. No credit will given for courses or activity before mission; nor will courses taken as a Diploma dent be credited toward other programs.

r more information, contact:

rion Morgan
ploma of Advanced Studies in Educational
ministration
partment of Theory & Policy Studies in
ucation.
ephone: 416-923-6641 ext. 2472
nail: mmorgan@oise.utoronto.ca

DEGREES

The M.Ed. and Ed.D. programs are designed to prepare practitioners for leadership careers at various levels. These programs concentrate on those elements of theory and research that are of direct assistance in understanding and resolving problems and issues confronting practicing administrators.

The M.A. and Ph.D. programs are intended particularly for those who are interested in educational administration as an academic field of study. Students are typically interested in the ideas behind this applied field of study, and their research involves the application of ideas to practice. The M.A. program appeals to those with an excellent academic background who want to continue to the Ph.D. program. The Ph.D. program is especially of interest to those considering a future in the university or in research.

MASTER OF EDUCATION

The M.Ed. program is designed primarily for persons who are interested in learning the nature and practice of leadership in administration, policy, and planning.

Admission Requirements

In addition to the general requirements in the Minimum Admission, Program and Degree Requirements section, pages 27 - 35, desirable departmental criteria for admission to an M.Ed. degree program are as follows:

a) a four-year University of Toronto bachelor's degree, or its equivalent, preferably with a concentration and focus in an area relevant to the type of educational administration the applicant wishes to enter;
b) an interest in the study and practice of administration;
c) academic qualifications beyond the first degree;
d) two letters of reference (see Application Procedures section, page 38). Whenever possible, one should be written by an educational administrator for whom the applicant has worked, and the second by a professional colleague.

Program Requirements

There are two options within the M.Ed. program in Educational Administration for all students.

Option II which is comprised of:

a) Three required half-courses -
  TPS1040 Educational Administration I: The School System
  TPS1041 Educational Administration II: The School System in Society
  TPS1003 Introduction to Research in Educational Administration, or equivalent.

It is recommended that TPS1040 be the first course taken, followed by course TPS1041; course TPS1003 should be taken toward the end of the program;

b) five other half-courses, of which at least two must be in Educational Administration. Students may choose to focus on one of the five program strands: Policy, Leadership, Change, Social Diversity, or Ethics and Values;

c) a research project and a Major Research Paper (MRP) to be carried out under the guidance of a faculty member.

OR

Option III which is comprised of:

a) Three required half-courses -
  TPS1040 Educational Administration I: The School System
  TPS1041 Educational Administration II: The School System in Society
  TPS1003 Introduction to Research in Educational Administration, or equivalent.

It is recommended that TPS1040 be the first course taken, followed by TPS1041; course TPS1003 should be taken toward the end of the program;

b) three other half-courses, of which at least two must be in Educational Administration. Students may choose to focus on one of the five program strands: Policy, Leadership, Change, Social Diversity, or Ethics and Values

c) a comprehensive thesis, to be developed under the guidance of a faculty member.

NOTE: Applicants to Option III must have graduated with a four-year honours degree or the equivalent.

Students contemplating applying to a doctoral program, which requires a Qualifying Research Paper (QRP) before admission, should plan their M.Ed. courses particularly carefully with their faculty advisor. MRPs may meet the QRP requirements.

The M.Ed. degree may be pursued either part-time or full-time. After completing course requirements, students must continue to enrol until theses or MRPs are approved. The Department strongly recommends completion c theses and MRPs within eighteen months of finishing course requirements.

Students who are working toward the M.Ed. degree on a part-time basis are advised that some courses in the M.A., Ph.D., and Ed.D. programs may not be open to them since those courses may require full-time study or attendance during the day.

Any course offered by the Department, by the Institute, or by another graduate faculty in the University of Toronto may be selected as an elective. Students selecting such courses should consult their faculty advisor. Students may begin their program in the second term of Summer Session (July/August) or in the Fall Session or the Winter Session.

OFF-CAMPUS AND DISTANCE EDUCATION COURSES (M.Ed. and Certificate students)

The Department is currently offering some sections of existing courses off-campus and b audio- and computer-conferencing. The purpos is to make some OISE/UT courses available during the Fall or Winter Sessions to people in localities far from Toronto. The admission requirements are the same for the off-campus courses as for the regular on-campus program.

Information materials for both off-campus and on-campus courses to be offered in the 2001 Summer Session, the 2001 Fall Session and th 2002 Winter Session for continuing students, w be available from the Registrar's Office, Graduate Studies Registration Unit in March. New applicants should have applied by December 1, although later applications to off-campus courses will be considered.

For more information, contact:
Susan Padro, Program Coordinator
Telephone: 416-923-6641 ext. 2651
E-mail: spadro@oise.utoronto.ca

OCTOR OF EDUCATION

ne Ed.D. program in Educational Administration designed to develop highly competent rsonnel for senior administrative positions in hool systems, colleges, universities, and her educational institutions and agencies and r academic positions in universities and lleges. The program is designed to satisfy the eds of practicing and aspiring educational lministrators and academics who, because of e increasing complexity of problems related to e operation of educational organizations, have cognized the need for further professional ucation. The emphasis is on developing skills the application of knowledge from theory and search to practical administrative problems. To complish this, the program is flexibly designed d involves numerous collaborative periences among faculty members, students d administrators.

lmission Requirements

addition to the general requirements given in e Minimum Admission, Program and Degree quirements section, pages 27 - 35, the ucational Administration program specifies e following:

The applicant should hold a master's degree vith specialization in Educational dministration from the University of Toronto, or an equivalent degree. Additional oursework will be required from those who do not have a background in administrative studies.

The applicant must have had a successful eadership experience in education or must how potential for leadership. Evidence of this vill be provided by at least one letter of eference that the applicant must secure from senior administrator under whom the pplicant has worked, commenting on the pplicant's:

- achievement in identifying and solving educational problems;
- ability to work with people;
- eadership style;
- awareness of current social and educational issues.

he applicant must also furnish at least one tter of reference from a professor under hom the applicant has studied, commenting n the applicant's scholarly achievement.

Those applying to the **Administrator Doctoral Cohort** specialization option should so indicate the program code on the Application for Admission Form A(1), section 17.

Program Requirements

The Ed.D. program is organized into six complementary components:

a) Ed.D. core seminars, which consist of two half-courses (TPS3040 and TPS3041) that apply theoretical knowledge to problems likely to be experienced by senior administrators in educational organizations;

b) two of the following three half-courses or their equivalent: TPS3042, TPS3043, or TPS3044. (TPS3044 is the administrative internship/ practicum program, and only an internship/ practicum program taken for credit at another university would be considered equivalent);

c)two further courses in Educational Administration at the 3000 level. Students may choose to focus on one of the five program strands: Policy, Leadership, Change, Social Diversity, or Ethics and Values

d) elective courses: two are required, although more may be taken. It is suggested that at least one elective be taken outside of the Educational Administrative program;

e) a comprehensive examination as part of the thesis proposal hearing;

f) a doctoral thesis.

A student's program of study will normally begin in the Fall Session. The internship/practicum, if selected, would normally be undertaken in the first term of the Summer Session (May/June); however, it can also be undertaken at other times. Successful applicants are encouraged to begin the program on a full-time basis.

The Ed.D. Program Coordinator will act as advisor to candidates until such time as a thesis supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this *Bulletin*, unless changes are approved in writing by the Ed.D. Program Coordinator or the thesis supervisor.

Candidates who have been accepted to the Ed.D. program will be given a commitment from the Educational Administration program that a place will be retained for them for a maximum period of two years from the date of original acceptance. (Such commitment, however, is subject to any changes in OISE/UT admission requirements.) Candidates accepted under this provision will be required to indicate by December 31 their intention to begin the program in the next academic year. When requesting application materials from the Registrar's Office, Graduate Studies Admissions Unit, it is important to indicate that you wish to apply for the Ed.D. program in Educational Administration.

For more information, contact
Prof. Jim Ryan - Ed.D. Program Coordinator
Telephone: 416-923-6641 ext. 2438
E-mail: jryan@oise.utoronto.ca

ADMINISTRATOR DOCTORAL COHORT SPECIALIZATION (Ed.D.)

The Administrator Doctoral Cohort specialization is designed for full-time administrators in educational or public-sector organizations. The admission and program requirements are generally the same as those of the present Ed.D. program with some exceptions. They include the same number of required courses, the internship, the comprehensive examination as part of the thesis proposal hearing, and the doctoral thesis.

Some characteristics are unique to this cohort program option:

- Unlike that of the regular Ed.D. program option, the minimum period of full-time on-campus study will be satisfied by two four-month periods.
- To reflect the value of a cohort program, the schedule of the required courses will follow a fixed pattern for each group of students.
- The required period of full-time, on-campus study will coincide with the scheduling of the required courses (i.e., May-August).
- Students will be in a cohort group for three of the four required courses:
  TPS3040 Administrative Theory and Educational Problems I
  TPS3041 Administrative Theory and Educational Problems II
  TPS3042 Field Research in Educational Administration.
- Approved research proposals for the thesis will be field based and directed to administrative and organizational problems.
- Students normally will be required to participate in a supervised internship, TPS3044 Internship/Practicum in Educational Administration, unless an alternative is approved by the Ed.D. Program Coordinator or the thesis supervisor.

The Ed.D. Program Coordinator will act as advisor to candidates until such time as a thesi supervisor is chosen. Candidates are responsible for meeting all of the program requirements as outlined in this *Bulletin*, unless changes are approved in writing by the Ed.D. Program Coordinator or the thesis supervisor.

MASTER OF ARTS AND DOCTOR OF PHILOSOPHY

The M.A./Ph.D. program fosters the study of problems in the administration and leadership o educational programs. It will best serve those who have a commitment to scholarship and research as a means for deepening their understanding of administrative action in schools or in other educational and service institutions. While experience in teaching and administration is not an essential prerequisite f admission, such experience is a desirable background. It should be noted that M.A. students may also proceed to an Ed.D. progra

Applicants to the program must include with the application, a statement of their background an interests. The statement should describe the applicant's past professional and educational experience and should demonstrate how studie within the M.A./Ph.D. program would help in the attainment of future career goals.

Upon entry to the program, the M.A./Ph.D. admissions committee will assign an advisor to assist the student in designing a specific program of study. This assignment will be made on the basis of the written statement of the student's plans and in light of his or her interest and preferences. The initial assignment of a program advisor does not, however, determine the selection of a supervisor for the student's thesis research, as that relationship is to be lat worked out mutually between the student and a faculty member.

For information not provided in this *Bulletin*, applicants should contact the M.A./Ph.D. Program Coordinator in the TPS Department.

Admission Requirements
Admission to the M.A. program normally require a four-year University of Toronto bachelor's degree, or its equivalent, in a relevant disciplin or professional program, completed with the equivalent of a University of Toronto **B+** standing in the final year (see the Minimum Admission, Program and Degree Requirements

ction, pages 27 - 35). The M.A. program nsists of eight half-courses and a thesis. dditional courses may be required of some plicants. The M.A. is available through both ll-time and part-time studies.

dmission to the Ph.D. program requires prior mpletion of the University of Toronto M.A. gree or its equivalent, with standing equivalent a University of Toronto **A-**. Students who have mpleted an appropriate master's degree that d not include a thesis or research project are quired to complete a Qualifying Research aper to a standard satisfactory to the .A./Ph.D. admissions committee. Before dertaking a qualifying research project, udents should first consult the Program oordinator.

e minimum required number of courses for the .D. program for those who have completed an .A. program within the Department is six half-urses. Students with less background in ucational administration at the graduate level e usually required to take either eight, ten, or elve half-courses.

e general admission and program quirements for M.A. and Ph.D. programs are t out in the Minimum Admission, Program and egree Requirements section, pages 27 - 35.

ROGRAM REQUIREMENTS

ASTER OF ARTS

least half of the required courses for an M.A. ogram must be completed in the program of ucational Administration. The remaining urses may be selected from those offered in e Department, in other departments of SE/UT, or in other graduate departments of e University of Toronto. At least two half-urses concerned with methods of inquiry must included. Normally the courses chosen for the .A. program will be at the 1000 level.

OCTOR OF PHILOSOPHY

e program is comprised of at least six new lf-courses, four of which normally must be PS3040, TPS3042, TPS3043, and one elective lvanced-level (3000) course. Students who ve already attained an acceptable level of mpetence in research methodology may be thorized to choose a course in a different area specialization.

As students' course selections are not formally authorized, it is the student's responsibility to ensure that the selected program meets the departmental requirements. Students are encouraged, but not required, to concentrate course selection on one of the five program strands: Policy, Leadership, Change, Social Diversity, or Ethics and Values. Any deviation from the program described above must be approved in writing by the M.A./Ph.D. Program Coordinator.

Ph.D. candidates are required to pass a comprehensive examination as part of the thesis proposal hearing. A thesis is required.

For more information, contact:
Prof. Paul Begley: Ph.D. Program Coordinator
Telephone: 416-923-6641, ext. 2406
E-mail: pbegley@oise.utoronto.ca

PROGRAM STRANDS

Educational Administration students are encouraged to concentrate elective coursework in one of five program strands: Policy, Leadership, Change, Social Diversity, or Ethics and Values.

Policy

TPS1005	The computer in educational administration
TPS1017	Educational finance and economics
TPS1018	Political skill in the education arena
TPS1027	The search for educational quality and excellence in a global economy
TPS1027	La recherch de la policy delivery in qualite et de l'excellence en education dans le contexte de l'economie globale
TPS1028	Policy delivery in schools
TPS1029	The legal context of education
TPS1036	Planning in educational organizations
TPS1045	Language policy across the curriculum
TPS3018	Governing education: A seminar on politics
TPS3030	Advanced legal issues in education
TPS3037	Strategic planning in educational organizations

(**NOTE:** There are several new, "experimental" courses on policy. Check the course schedule to see which sections of TPS3029 are available.)

Leadership

TPS1016	School program development and implementation
TPS1026	Evaluation of professional personnel in education
TPS1042	Educational leadership and cultural diversity
TPS1047	Managing changes in classroom practice
TPS1048	Educational leadership and school improvement
TPS3025	Personal and professional values of educational leadership
TPS3047	Research seminar on leadership and educational change

(**NOTE:** There are several new, "experimental" courses on leadership. Check the course schedule to see which sections of TPS3029 are available.)

Change

TPS1012	Organizational culture and decision-making
TPS1020	Teachers and educational change
TPS1025	School effectiveness and school improvement
TPS1036	Planning in educational organizations
TPS1047	Managing changes in classroom practice
TPS1048	Educational leadership and school improvement
TPS3020	Educational change in the postmodern age
TPS3037	Strategic planning in educational organizations
TPS3047	Research seminar on leadership and educational change

(**NOTE:** There are several new, "experimental" courses on change. Check the course schedule to see which sections of TPS3029 are available.)

Social Diversity

TPS1019	Diversity and the ethics of educational administration
TPS1042	Educational leadership and cultural diversity
TPS1045	Language policy across the curriculum

(**NOTE:** There are several new, "experimental" courses on social diversity. Check the course schedule to see which sections of TPS3029 are available.)

Ethics and Values

TPS1020	Diversity and ethics of educational administration
TPS1030	Legal context of education
TPS1049	Educational leadership and school improvement
TPS3025	Personal and professional values of educational leadership
TPS3030	Advanced legal issues in education

(**NOTE:** There are several new, "experimental" courses on ethics and values. Check the cours schedule to see which sections of TPS3029 are available.)

COURSES

The following list demonstrates the range of courses offered within the Educational Administration program. Not all of the courses listed are offered in any given year. A course is identified with the Educational Administration program when the course prefix is TPS and the first two digits in the course number are 10 or 3

TPS1003H Introduction to Research i Educational Administration

A seminar examining strategies, techniques, ar problems involved in the conduct of research in educational administration. This seminar prepares the student for defining research problems, reviewing relevant literature, writing research proposals, and conducting research i educational administration. All master's candidates are strongly recommended to take this course towards the end of their program.
D.J. Corson, D. Haché, S. Padro and J.J. Ryan

TPS1004H The Use of Research in Educational Administration

The purpose of this course is to assist administrators in obtaining, evaluating, interpreting, and using research in the operatio and improvement of schools, programs, and staff. Topics will include the analysis of types o research and research strategies in educationa administration, case studies of the use of research in policy development and implementation, the role of research departments in providing organizational intelligence, and the administrator's role in sponsoring, directing, and using original research.
S. Padro and staff

PS1005H The Computer in lucational Administration

roduction to computers in education from an
ministrative perspective. Topics include
ues related to policy, planning and
plementation of information technology in
ucational settings; impact of computer
chnology on educational organizations and
lture; and implications for staff development
d curriculum delivery. Current applications of
mputers at the school, board and Ministry as
ll as post-secondary levels are presented.
Padro

PS1012H Organizational Culture and ecision-Making

analysis of the organizational culture of
ucational organizations. The implications for
tion resulting from research and theory
ating to organizational culture are examined.
se studies and field experiences are used as
ses for the analysis of decision-making within
context of specific organizational cultures.
aff

PS1016H School Program evelopment and Implementation

analysis of issues and problems in
nceptualizing, operationalizing, and
aluating a total school environment in terms of
ange of divergent goals and values. Major
ics include strategies for program
velopment and change in the context of
ucation in Ontario, Canada and internationally,
oretical and empirical bases differentiating
ucational environments, the role of the
gram manager, and skills needed to manage
gram development, organization,
plementation, and evaluation.
Anderson

PS1017H Educational Finance and onomics

pics include: public education as an economic
titution; the sources and methods of
tribution of public school revenue at the
rious levels of government; provincial and
te school grant systems and the rationale
hind them; principles and practices in school
dgeting and salary scheduling; the
ationship between investment and education,
formation of human capital, and national
onomic growth.
aff

TPS1018H Political Skill in the Education Arena

Practical considerations in solving political problems in and about schools. Focus is on the five levels of local governance: family/school, micro-politics (within the school), neighbourhood, meso-politics (the school and the central office), and the board. Special attention to understanding background variables such as the environment, institutions, power, and issues. Workshop activities centre around processes such as coalition-building, advocating, believing, and co-producing. Readings include procedural, fictional, and conceptual materials.
Staff

TPS1019H Diversity and the Ethics of Educational Administration

Administrators in education and teachers are continually asked to decide on matters of equity, to adjudicate between conflicting value positions, and to accommodate different rights and human interests in their planning. Often administrative practice in these areas is less than successful. This course will study various ethical schools of thought and modern approaches to social justice. It will apply that content to administrative practice in education. Particular attention will be given to equity issues in areas of race, culture, gender, age, social class, national origin, language, ancestry, sexual orientation, citizenship, and physical or mental abilities.
D.J. Corson

TPS1020H Teachers and Educational Change

This course deals with how teachers contribute to and are affected by administrative processes. It looks at the determinants of teachers' classroom strategies, the work culture of teachers, teachers' careers, the role of teachers in school decision-making, the relationship of teachers' educational commitments to aspects of their broader lives (such as age, religious and political beliefs, and gender identity), and the role of teachers in fostering or inhibiting educational change. The course will be of interest to elementary and secondary teachers and to educational administrators.
A. Hargreaves and N. Bascia

TPS1023H Interpersonal Relations in School Systems

The study of patterns of interaction among adults in loosely defined organizational settings. Class members discover their operational interactive values, analyse interpersonal events, study effects of sociality variations, articulate personal changes resulting from cross-person behaviours, create the instrumental relationship, and attempt to understand the administrative efficacy of interpersonal competence in programs of organization change. To do this, the course uses detailed observations and descriptive notes, constructivist analysis of collaborative values priorities, and vignette validations towards leadership improvement.

Staff

TPS1025H School Effectiveness and School Improvement

This course examines the factors contributing to school effectiveness, including school climate and physical characteristics, instructional patterns, types of organization, and the use of time. It also considers the possibilities for school improvement in the context of a pluralist democracy and the use of total quality management (TQM) to improve educational institutions.

Staff

TPS1026H Evaluation of Professional Personnel in Education

Issues surrounding performance evaluation of teachers and administrators in school systems will be examined. Topics include current practices in evaluation, evaluation policies and procedures, the legal context, the political dimensions, and related areas such as recruitment and selection of personnel. The conceptual background centres around a systems approach to personnel development. The thrust of the discussions, however, will be on practical problems in evaluation in schools within the Canadian setting.

P.T. Begley

TPS1027H The Search for Educational Quality and Excellence in a Global Economy

The global economy and its new technologies, public skepticism towards education and the failed systemic educational reforms of the past decades will serve as a background for a critical review of emerging new reform initiatives such as, entrepreneurial schools, charter schools, voucher schools, privatization, business-education partnership, school councils, and Total Quality Management. This course will als analyse the impact of such initiatives on societ school and curriculum.

D. Haché

TPS1027H La recherche de la qualité et de l'excellence en éducation dans l contexte de l'économie globale

La globalisation de l'économie, les nouvelles technologies, le scepticisme du public à l'égard de l'éducation et les réformes éductionnelles ratées des dernières décennies servent de bas pour une analyse critique des nouvelles réformes émergentes, tels que, les écoles entrepreneuriales, les écoles à chartes, le système de bons scolaires, la privatisation, le partenariat école-entreprise, les conseils d'écoles et la qualité totale. Ce cours fait aussi l'analyse de l'impact de telles réformes sur la société, l'école et le curriculum.

D. Haché

TPS1028H Policy Delivery and Schools

Teachers and policy: complications for management. Attention is given to agenda-setting, backward mapping, crafting alternatives, estimating feasibility, and coping with unanticipated consequences. Ethnograph work and school administration with some attention to administration of programs for students at risk.

N. Bascia

TPS1029H Special Applications of th Administrative Process

Some unique problems, presented to the administrator placed in special structures or environments, are examined with a view to developing appropriate applications of administrative processes. Depending upon resources of staff and needs of students electing this course, it will cover the administration of any one of, or combination of, the following: programs of special education, colleges and other institutions of higher education, large urban complexes, areas presenting special sociocultural problems, computer-assisted administration, and comparative educational administration.

Staff

PS1030H The Legal Context of ducation

n examination of the current context of legal iscourse related to the practical exigencies of resent-day school experience. A detailed study f statutory and common law sources under hich educators operate. The law is not nmutable. Emphasis on negligence, alpractice, human rights and the school ystem, teacher rights, and student discipline nd the Young Offenders Act and Zero olerance.

.A. Zuker

PS1036H Planning in Educational rganizations

his introduction to educational planning is esigned to provide teaching and administrative ersonnel with basic knowledge and skills in ducational planning. A variety of current pproaches and paradigms of educational lanning are examined in local, Canadian and iternational contexts. Theories and processes f planning are addressed, including corporate nd institutional planning, strategic planning, ong-term planning, operational planning and ite-based planning. Topics include the elationship of educational planning to change eory, total quality management, and chaos eory.

. Padro

PS1040H Educational Administration : The School System

ocus is on concepts both historical and merging significant to the understanding of ducation and educational administration. opics include traditional theoretical and onceptual constructs in the field such as eories of organization, power, change, and adership as well as more emergent and ontemporary topics such as values in dministration, staff development, and school nprovement. The emphasis is on the dministration as a process internal to the rganization as opposed to a focus on external rces impinging on educational administration. n effort is made to connect concepts to the eality of administrative practice. All master's andidates are strongly recommended to take PS1040 as the first course in their program llowed by TPS1041.

.T. Begley, J.J. Ryan, J. Portelli and N. Bascia

TPS1041H Educational Administration II: The School System in Society

Focus is on the external environment within which elementary and secondary educators work. Topics include major policy areas in education together with the ways administrators may respond to related issues and influences. Examples that may be included are: gender; multiculturalism; parental influence; choice of school and program; the labor market and the economy; equality of educational opportunity and social mobility; the financing of education; changing social values and educational philosophies; centralized and decentralized decision-making; educational and non-educational pressure groups and stakeholders. In all cases, the external conditions are examined in the context of education, the educational system, the school, the school system, and their administration. All master's candidates are strongly recommended to take TPS1041 after completing TPS1040.

P.T. Begley, E. Campbell, A. Datnow, R. Joshee, S. Padro and J.J. Ryan

TPS1042H Educational Leadership and Cultural Diversity

This course is designed to acquaint students with the practices and issues associated with administration, organization, and leadership in educational organizations with culturally diverse student populations. Students will have the opportunity to critically analyse and appraise the practices and issues involved in the administration and leadership of such schools. They will also have the chance to probe and clarify their own conceptions of, and attitudes toward, multiethnic and anti-racist education generally and leadership in such school organizations specifically, in ways that will assist them with their own administrative practices.

J.J. Ryan

TPS1045H Language Policy Across the Curriculum

School language policy-making is a developing activity of importance for educational administrators in pluralist societies. A language policy is a firm plan for action addressing the first- or minority-language problems of a school, a college, a board, or some other educational agency. The goal of this course is for participants to identify language issues and problems that need addressing in a single educational setting of their own choice. The

course addresses the administration of all kinds of language activities in education: mother-tongue teaching; second-language learning; language maintenance; bilingual education; minority-culture schooling; community-language teaching; and gender and language. A subtext of the course's seminars is the integration of issues of social justice and power into the development of coherent and workable policies that are seen as agreed plans for action.
D.J. Corson

TPS1047H Managing Changes in Classroom Practice

The course explores the meaning of classroom change from the teacher's perspective, addressing such issues as contemporary views of learning, the nature of teacher development, and the context of teaching. The perspective is then used to better appreciate how those in school leadership roles can facilitate efforts by teachers to improve their own practices, as well as meaningfully respond to out-of-school pressures for change.
K.A. Leithwood

TPS1048H Educational Leadership and School Improvement

A companion course to 1047. Contemporary conceptions of leadership are examined for their value in helping present schools improve and future schools serve their publics well. Understanding of expert leadership is developed through the study not only of expert leaders' behaviors, but also of their feelings, values, and problem-solving strategies. The formal and informal experiences that contribute to the development of leadership expertise will be examined.
K.A. Leithwood and P.T. Begley

TPS1052H Individual Reading and Research in Educational Administration: Master's Level

Specialized study, under the direction of a staff member, focusing upon topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

TPS3017H Problems in the Finance and Economics of Education

Problems of productivity in education, input/output relations, theories of grants-in-aid, cost/quality relations, taxation for education, th budgetary process, automatic and non-automatic remuneration for educational personnel, local property assessment, financin of capital outlay, federal/provincial/local sharin of educational costs, financing of long-term developments in education.
Prerequisite: TPS1017H or permission of instructor.
Staff

TPS3018H Governing Education: A Seminar on Politics

Concepts, perspectives, and methods of political science are used to deal with educational issues in structured ways, while educational issues are used to exemplify and assess the relevance of political science concepts for understanding education.
Staff

TPS3020H Educational Change in the Postmodern Age

This course examines the social forces that are driving educational change in the postmodern age, and their impact upon both the substance, process and outcomes of educational change efforts. The course will investigate how students' identities, teachers' work and approaches to leadership are affected by these forces of change, along with the major change strategies that are being adopted to respond to them.
A. Hargreaves

TPS3024H Field Studies in Educational Leadership

The course is designed to meet the needs of doctoral students working closely together on issues and problems in educational leadership. Such issues may include developing collaborative school cultures, school-based management, teacher leadership, gender and leadership, and the leadership implications of restructuring. Topics will vary, however, with student interests and concerns and with curren field priorities. Issues will be analysed through practical study in the form of site visits, video case analysis, or sample participation in field

ercises, through scholarly reading and scussions, and particularly through interaction etween the two. The course will be particularly opropriate for students seeking a strong field cus in their doctoral program.
Hargreaves and staff

PS3025H Personal and Professional alues of Educational Leadership

is doctoral level course examines theories and ameworks which accommodate the influence of lues, both personal and professional, on ucational leadership practices. The primary cus is on values manifested by individuals and eir impact on administrative problem solving ocesses. Value conflicts are explored rticularly as they occur when the values of dividuals clash with the broader social, llective or meta values associated with ganizations.
Begley and E. Campbell

PS3028H Project Development udies

is course is designed to assist doctoral udents who are developing either project or ssertation proposals. Interaction between dividual students and the instructor is regularly heduled in order for the students to develop a ear research design and a comprehensive view of relevant literature. Through computer nferencing, the interaction will be open to all ass members, whose additional comments and ggestions will be an integral part of the velopmental process. The course is designed be taken by doctoral students who are no nger in residence but who have not developed hesis proposal.
aff

PS3029H Special Topics in ucational Administration

is course permits the study of specific topics areas in educational administration not eady covered in the courses listed for the rrent year. The topics will be announced each ring in the Winter Session and Summer ssion timetables.
aff

TPS3030H Advanced Legal Issues in Education

Understanding education law is essential to the effective management and operation of schools. Schools function in a complex legal environment. It is essential for educators to be as current as possible of their legal rights and responsibilities. Focus on current issues, legislative and common law precedents.
M. Zuker

TPS3037H Strategic Planning in Educational Organizations

In this seminar, concepts of strategic planning will be explored in terms of processes, issues, and applications in the educational system. The role of strategic planning will be examined in terms of the organization's mission, its stakeholders, and its environment.
S. Padro

TPS3040H Administrative Theory and Educational Problems I: People and Power in Organizations

A review of major perspectives on the individual and the organization includes discussion of questions pertaining to the nature of society and the nature of people. Of immediate concern is the manner in which decisions and organizational outcomes are produced, as well as the bearing that these sets of arrangements have upon productivity and the well-being of those whose lives are touched by organized education. Of express concern is the manner in which power is exercised in everyday situations that may involve elected officials, appointed administrators, teachers, students, and the public at large.
Staff

TPS3041H Administrative Theory and Educational Problems II: Doctoral Seminar on Policy Issues in Education

This seminar examines significant policy issues in education, both historical and current, both Canadian and international. Emphasis is on acquiring an understanding of the content and significance of the policies, with a secondary interest in policy analysis and development. Various faculty in the Department of Educational Administration will be responsible for particular sessions.

Required for Ed.D. students. An elective suitable for Ph.D. students. Permission of course coordinator required for students outside Educational Administration.
Staff

TPS3042H Field Research in Educational Administration
The course explores naturalistic and ethnographic methods of research applied to field research and case studies in educational administration. The researcher as participant in as well as an observer of social reality; the relationship of fact and value in social research, the limits of science in truth-making; the relationship of such science-established truth to evaluation and administrative action; and the problems of ethical inquiry into organizational and administrative realities.
D.J. Corson, A. Hargreaves and J.J. Ryan

TPS3043H Survey Research in Educational Administration
An exploration of the history and current use of survey research in educational administration. Topics will include an assessment of the strengths and limitations of the method survey, the selection of samples, questionnaire design, standard measurement instruments used in the field, methods of data analysis (with a focus on using SPSS), the drawing of causal inferences, and presentation of results in a clear and effective manner.
Prerequisite: TPS1003H or CTL2004H or SES1902H or permission of the instructor.
L. Earl and S. Padro

TPS3044H Internship/Practicum in Educational Administration
An advanced administrative experience, primarily for Ed.D. students, under the joint guidance of faculty members and senior administrators in the internship/practicum location. Placement and responsibilities relating to the internship/practicum are determined on an individual basis depending on the needs, interests, and aspirations of students and on the availability of appropriate locations.
P.T. Begley

TPS3047H Research Seminar on Leadership and Educational Change
The course explores a variety of initiatives being taken to improve, reform, and/or restructure schools. The basic intents of these initiatives are examined in an effort to understand implications for productive change processes at the classroom, school, and school system levels. Emphasis is given to the role of leadership in fostering educational change. Students will be involved in a research project designed to illustrate the practical meaning of course concepts and to refine their research capacities.
K.A. Leithwood

TPS3052H Individual Reading and Research in Educational Administration: Doctoral Level
Description as for TPS1052H.
Staff

HIGHER EDUCATION PROGRAM

Linda Muzzin, Ph.D. (McMaster)
Program Coordinator
Associate Professor, cross-appointed to Public Health Sciences, University of Toronto
professional education; sociology of the professions; knowledge production; research heory and methods)

Sandra Acker, Ph.D. (Chicago)
Professor, cross-appointed from Sociology and Equity Studies in Education
faculty and students in higher education)

Ruth E. S. Hayhoe, Ph.D. (London)
Professor (on leave 1997 - 2002)
comparative higher education; international academic relations; higher education in Asia)

Angela Hildyard, Ph.D. (Toronto)
Associate Professor; Interim Co-Director, nstitute of Child Study and Principal, Woodsworth College, University of Toronto
cognitive psychology; learning and learning systems in higher education)

Glen A. Jones, Ph.D. (Toronto)
Associate Professor and Chair
systems and politics of higher education in Canada)

Daniel W. Lang, Ph.D. (Toronto)
Professor
administration and management of colleges and universities; planning in higher education; nance; accountability)

amie-Lynn Magnusson, Ph.D. Manitoba)
Associate Professor
higher education teaching, learning; critical edagogy; inquiry methods; cognition; motivation; assessment)

Roxana Ng, Ph.D. (Toronto)
ssociate Professor, cross-appointed to Adult ducation, Community Development and Counselling Psychology
eminist, anti-racist and anti-colonial studies; nmigrant women and globalization; health, body nd embodied learning; social movement earning; integrative approaches to equity in ducation; qualitative research methods, esp. eminist research and institutional ethnography)

Charles Pascal, Ph.D. (Michigan)
Executive Director, Atkinson Charitable Foundation
(policy and higher education; leadership, organizational development and higher education)

Saeed Quazi, Dip.T. & R.P. (Toronto)
Associate Professor
(strategic and long-range planning at the system and institution levels; university and college administration; human resource planning and forecasting)

Michael L. Skolnik, B.Phil. (Oxford)
Professor, William G. David Chair in Community College Leadership, cross-appointed to the Centre for Industrial Relations, University of Toronto
(higher education systems; the university and society; higher education policy)

David Wilson, Ph.D. (Syracuse)
Professor; cross-appointed from the Department of Curriculum, Teaching and Learning
(comparative, international, and development education; planning and evaluation of occupational training systems; human resource and education system planning; education in Africa, Asia, and Latin America; Inuit and Indian education in Canada; formal and non-formal education; the role of international agencies in development)

ASSOCIATED INSTRUCTORS:

Paul Axelrod, Ph.D. (York)
Professor, Division of Social Science, York University
(history of higher education in Canada)

Helen P. Batty, M.D. M.Ed. (Toronto)
Associate Professor, cross-appointed from the Department of Family and Community Medicine, University of Toronto
(faculty development, instructional development, clinical professional education)

P. Niall Byrne, Ph.D. (Toronto)
Professor, Faculty of Medicine, University of Toronto
(medical education systems planning)

Michael Cusimano, Ph.D. (Toronto)
Assistant Professor, Department of Surgery, University of Toronto
(measurement of clinical competence)

Roy F. Giroux, Ph.D. (Wayne State)
Vice President - Emeritus, Humber College of Applied Arts and Technology
(administration of the community college; the community college; student development; leadership)

Stanley John Hamstra, Ph.D. (York)
Director, Office of Surgical Education, University of Toronto
(medical education, surgical skills curriculum)

Michael J. Hatton, Ph.D. (Toronto)
Assistant Principal, Humber College of Applied Arts and Technology
(the community college)

Robert Hilliard, Ed.D. (Toronto)
Professor, Paediatrics, Hospital for Sick Children
(Professional development)

Lorelei Lingard, Ph.D. (Simon Fraser)
Assistant Professor, Paediatrics, Hospital for Sick Children
(communication in health professional settings, qualitative research methods)

Geoffrey Norman, Ph.D. (McMaster)
Professor, cross-appointed from the Department of Clinical Epidemiology and Biostatistics, McMaster University
(problem-based learning and educational measurement)

Terry O'Banion, Ph.D. (Florida State)
President Emeritus, League for Innovation in the Community College
(community college leadership)

Julia Pan, Ph.D. (Toronto)
Senior Research Officer
(comparative higher education)

Peeter Poldre, Ed.D. (Toronto)
Associate Professor, Department of Medicine, University of Toronto
(medical education)

J. Robert S. Prichard, LL.M. (Yale)
Professor of Law
(Canadian higher education, public policy formation)

Glenn Regehr, Ph.D. (McMaster)
Assistant Professor, Department of Psychiatry, University of Toronto
(cognitive theory in medical education)

Richard K. Reznick, M.Ed. (Southern Illinois)
Associate Professor, Faculty of Medicine, University of Toronto
(medical education)

Arthur I. Rothman, Ed.D. (State University of New York at Buffalo)
Professor, cross-appointed from the Faculty
Medicine, University of Toronto
(curriculum in higher education)

Richard G. Tiberius, Ph.D. (Toronto)
Associate Professor, cross-appointed from th
Faculty of Medicine, University of Toronto
(staff and institutional development in higher education)

Marvin A. Zuker, LL.B. (Osgoode) M.Ed. (Toronto)
Associate Professor
(the law and higher education)

PROFESSOR EMERITUS
Cicely Watson, Ph.D. (Harvard)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree in Higher Education. T
general requirements for these degrees are
outlined in the Minimum Admission, Program a
Degree Requirements section, pages 27 - 35.
The study of higher education embraces critic
examination, both historical and contemporar
of phenomena related to tertiary-level educati
particularly tertiary-level institutions and systems in Canada.

MASTER OF EDUCATION
Students in Higher Education will be required t
pursue the M.Ed. **Option I** program (ten half-
courses plus a written general comprehensive
examination). All M.Ed. students who began
their program after April 1, 1991, must pass th
comprehensive examination. All students are
required to complete course TPS1803 (Recurr
Issues in Postsecondary Education).

NOTE: Health Professional Education specialization students will normally register i
the M.Ed. **Option II** program.

Additional information on the Health Professional Education specialization can be obtained from Professor Linda Muzzin.

ASTER OF ARTS

dmission to the Master of Arts degree program rmally requires a four-year University of ronto bachelor's degree, or its equivalent, in a levant discipline or professional program, mpleted with the equivalent of a University of ronto **mid-B** standing in the final year. The .A. program consists of eight half-courses, a neral written comprehensive examination, and thesis. Additional courses may be required of me applicants. All students are required to mplete course TPS1803 (Recurring Issues in stsecondary Education).

OCTOR OF EDUCATION

equirements include:

a minimum of eight half-courses beyond a relevant and acceptable M.Ed. or M.A. degree, which may be taken full-time or part-time. Normally they will include TPS1803 (Recurring Issues in Postsecondary Education), at least three other half-course equivalents in Higher Education, as well as a half-course in research methodology approved by the faculty advisor;

a written comprehensive examination;

a thesis reporting the results of original research.

OCTOR OF EDUCATION FOR OMMUNITY COLLEGE LEADERS

1998, the Doctor of Education in Higher ducation for Community College Leaders was itiated. The admission and program equirements for the Community College Leaders octorate are generally the same as for the gular Ed.D. program. The main differences are at the Community College Leaders doctorate is ocussed on the study of community colleges, is elivered in a cohort format, and requires two onsecutive Summer Sessions of full-time ttendance.

or more information about the Ed.D. for ommunity College Leaders, contact:
rof. Michael Skolnik
heory & Policy Studies in Education
elephone: 416-923-6641 ext. 2308
R
r. Roy F. Giroux
umber College
elephone: 416-675-6622 ext. 4483

DOCTOR OF PHILOSOPHY

Requirements include:

a) six half-courses beyond the M.A. or M.Ed. degree in Higher Education. In individual cases, students with a highly relevant master's degree in other educational specializations or other fields will be admitted, but make-up work in Higher Education will be required. The six half- courses will include four in Higher Education. The remaining two half-courses may be selected from this program, or from any department of OISE/UT, or from another graduate department of the University of Toronto, with the approval of the faculty advisor. Unless exemption is granted for prior study, all Ph.D. programs in Higher Education must include TPS1803 (Recurring Issues in Postsecondary Education), as well as a half-course in research methodology approved by the faculty advisor;

b) a written comprehensive examination;

c) a thesis reporting the results of original research.

COURSES

The following list demonstrates the range of courses offered within the Higher Education program. Not all of the courses listed are offered in any given year.

TPS1801H The History of Higher Education in Canada: An Overview

An examination of selected themes in the history of Canadian higher education, including secularization, the experience of women, professionalization, student life and academic freedom.

Staff

TPS1803Y Recurring Issues in Postsecondary Education

An examination of some of the many issues that have been characteristic of postsecondary education in the past and are likely to continue to be faced in the future.

Staff

TPS1804H Issues in Medical/Health Professional Education

This course is intended to enable students to identify and analyze major current issues in medical/health professional education and to present clear, logically coherent and empirically justified analyses of those issues.

Staff

TPS1805H The Community College

This course reviews the history and politics of the several categories of institutions that have borne the name "community college". Particular attention will be paid to the psychological, economic, and political assumptions that characterize the Colleges of Applied Arts and Technology in Ontario, past and present.
Staff

TPS1806H Systems of Higher Education

A comparative description and analysis of tertiary-level systems of education with special attention to their structure and governance and the relevant features of the societies in which they operate.
G.A. Jones

TPS1807H Strategic and Long-Range Planning for Postsecondary Systems

This course is designed to provide students with basic knowledge and skills in strategic planning as applied to college and university systems. Past and current efforts at planning for universities and community colleges at the provincial level in Ontario will be analysed and compared with counterpart activities in other jurisdictions of Canada and the United States.
S. Quazi and D.W. Lang

TPS1808H Research in Health Professional Education

This course addresses educational research approaches specifically in the health professions. It involves a critical examination of appropriate literature with respect to survey, qualitative, and quantitative research methods with the objective of enabling students to propose implementable research projects. The course is designed for students enrolled in the M.Ed. specialization in health professional education.
Staff

TPS1809H Administration of Colleges and Universities

A study of the practice of management and administration in colleges and universities including: an examination of the processes of planning, organization, coordination, communication, control; decision-making practices; and the analysis of illustrative cases and present practices. The course will be organized mainly around case studies.
D.W. Lang

TPS1810H Evaluation of Knowledge, Clinical Competence and Professional Behaviour in the Health Professions

This course is designed to acquaint health professionals with the assessment formats used to evaluate the domains of clinical competence in health care professional training at both the undergraduate and postgraduate levels of training. The course will provide an introduction to the concepts of reliability and validity which are central to the analysis of the assessment methods to be discussed. Written examinations, oral formats, and Standardized Patient performance-based testing are amongst the methods that will be presented.
A. Rothman

TPS1811H Institutional Research and Planning

A study of the practice of institutional research and strategic planning in community colleges and universities. This course is designed to examine the methodologies and the practice of institutional research and to provide students with knowledge and skills in strategic and long-range planning as applied to colleges and universities at the institutional level. This course with an institutional focus complements 1807H, which has a systems focus.
S. Quazi and D.W. Lang

TPS1812H Education and the Professions

This course reviews theoretical debates regarding the nature of professions and professional education, placing them within their historical context in western societies. Contemporary issues that are addressed include the implications of globalization of the professions, diversity in the professions and the "entrepreneural university" and the professions. Perspectives of practitioners as well as faculty teaching in the professions are considered.
L. Muzzin

TPS1813H Issues in Cognitive and Educational Psychology: Implications for Health Professional

This seminar course addresses a number of findings and theories in cognitive and educational psychology that are relevant to health professional education. Topics include theories of expert skills such as classification, problem solving, decision making, and technica expertise, as well as theories of xpert development and their applications to ealth professional education. The course is esigned around readings from the cognitive nd educational psychology literature and elevant readings from the health professional ducation literature.

G. Regehr

PS1814H Curriculum in Institutions f Higher Education

his course examines the logic and current ractices related to curriculum design in ostsecondary educational institutions.

.L. Magnusson

TPS1815H Teaching in Institutions of Higher Education

This course examines the issues and areas hat define the instructor's perspective of eaching in postsecondary educational nstitutions.

Staff

TPS1818H Educational Development: Examination of Strategies for mproving Teaching and Learning in Postsecondary Institutions

An exploration of a wide range of strategies for he enhancement of the education process with mphasis on the application of these strategies o the specific educational setting selected by he student.

R.G. Tiberius

TPS1819H Governance in Higher Education

This course addresses the arrangements for governance in higher education. It examines ormal models and theories of governance; the egal and institutional framework of higher education governance; the role and characteristics of higher education ntermediary bodies, governing boards, and academic senates and their relationships to one another; and current challenges and issues pertaining to university and community college governance.

M. Skolnik

TPS1820H Special Topics in Higher Education: Master's Level

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session OISE/UT course schedules.

Staff

TPS1821H Diversity and Differentiation in Postsecondary Education

The course will examine the range of programs and supporting institutional arrangements in postsecondary education and identify factors that contribute to differentiation within and between sectors.

M.L. Skolnik

TPS1822H The Idea of the University and the College

An examination of leading concepts of the primary nature of universities and colleges as institutions of higher learning, beginning with the rise of the universities in medieval Europe and including their development to the present day, with particular emphasis upon the evolution of the concept of the university in the nineteenth and twentieth centuries and the attendant and sometimes diverse role of colleges. The seminar involves selected readings.

Staff

TPS1824H The Planning of Facilities in Higher Education

This course is designed to acquaint university and community college decision-makers with the methods for planning and evaluating educational facilities. The interaction between changes in educational policies, innovations in technology and curriculum, available resources, existing facilities, and the means and methods of implementation will be explored. Structural and institutional alterations required by policy changes will be investigated, and methodologies for the preparation of "educational specifications", facilities plans, architectural briefs, and other aspects of facilities planning will be surveyed.

S. Quazi and D.N. Wilson

TPS1825H Comparative Higher Education: Part I

This course lays the groundwork for the comparative study of higher education in different types of societies and historical periods. It provides an overview of the basic literature in comparative education, covering historical-philosophical, positivistic, phenomenological, and neo-Marxist approaches to the field. Central themes are the purpose of comparative education, differing views of social change, comparison, and the idea of scientific method. The role of such international organizations as the International Bureau of Education, UNESCO, and the World Bank in comparative education is discussed.
J. Pan

TPS1826H Comparative Higher Education: Part II

This course is a continuation of 1825F, with a special emphasis on the application of comparative theory to the study of higher education in different types of societies. It also provides for a critical discussion of the specific literature on comparative higher education coming from disciplines such as history, sociology, and anthropology. Themes of interest include historical traditions of higher education and their transformation, gender in higher education, curricular patterns across different societies, and the relation of higher education to the state.
J. Pan

TPS1827H The Politics of Higher Education

What makes the politics of higher education different from politics in other arenas? What political relationships exist between postsecondary institutions and such external actors as government and faculty unions? What internal relations characterize political interactions between trustees, administrators, professors, students, and others? This course explores these questions from a research and experiential base.
G.A. Jones

TPS1828H Evaluation in Higher Education

The course examines models, methods, and concerns. Several levels of evaluation will be looked at (student learning; evaluation of instructor and course; program and institutional evaluation). Students will be required to write one short and one long paper and be encouraged to participate in class discussions. During class there will be practice in planning evaluations.
J.L. Magnusson

TPS1829H Higher Technological Education and Training: A Comparative Perspective

This course will examine post-secondary Technical, Vocational and Technological Education from a comparative perspective. Comparisons will be made between educational and training systems in industrialized, newly-industrializing, and developing nations in order to discover patterns, similarities and differences.
D.N. Wilson

TPS1830H Systematic Educational Planning for the Health Professions: Part One: Overview

This course introduces a systematic approach to planning, implementing, and evaluating programs in health professional education. Assessment of learning needs, setting learning objectives, selecting learning methods and evaluating student performance and the program are stressed, as are the goals of maximizing student learning and implementing change. Self-instructional modules, home assignments, application to a personal project and small group peer discussion are used to meet course objectives.
Staff

TPS1831H Systematic Educational Planning for the Health Professions: Part Two - Further Development

This course is a continuation of Part One. It builds on the systematic educational planning model introduced in Part One. Students have the opportunity for more in-depth study of concepts related to implementing curricular reform in the health professions, specifically in the area of selection and development of learning methods to improve learning outcomes, and on development of valid student and program evaluation methods. Further development of a major educational project is once again a focal point, along with facilitated discussion and study using self-instructional modules and supplementary resources.
Staff

PS1840H Economics of Higher ducation

n examination of the economic aspects of gher education at the system and institutional vels, including consideration of the economic alue of higher education and the contribution higher education to the economy. The course ill address the variety of ways in which the oncepts and methodologies of economics can e applied to resource allocation and other olicy decisions in higher education.
taff

PS1841H Public Finance and Higher ducation

ublic finance will be used as the frame of eference for studying efficiency, equity, ccountability and stabilization aspects of olicy for public education. Attention will be aid to policy issues at the institutional, unicipal, provincial, and national levels. After resenting theories of planning and resource llocation in the public sector, the course will ustrate them through particular case studies.
.W. Lang

PS1842H Higher Education and the abor Market

n examination of the interaction between igher education institutions and the labor arket, with particular emphasis on the human esources aspects of planning in higher ducation.
taff

PS1843H Higher Education and the aw

his course will examine the legal framework of igher education, including laws, regulations, nd judicial interpretations that impact upon the overnance and conduct of higher education. articular attention will be placed upon the ension between academic autonomy and dividual rights as they affect students' rights, aculty status, sanctions against iscrimination, and the conditions attached to overnment funding.
.A. Zuker

TPS1852H Individual Reading and Research in Higher Education: Master's Level

Individual Reading and Research courses are taken as specialized study, under the direction of a staff member, focusing on topics of particular interest to the student that are not included in available courses. While credit is not given for a thesis investigation proper, the study may be closely related to a thesis topic.
Staff

TPS3801H Research Methods in Higher Education (Pass/Fail)

This course is intended for doctoral students. It provides background in the tasks of designing, executing, and reporting on a thesis research project. Topics include: defining a problem, conducting a literature search, selecting appropriate methodology, conducting research, selecting and making optimal use of the committee, the orals defence experience, and steering the thesis toward publication. The course involves lectures, discussions, and guest speakers. Participants are expected to present and discuss their proposals. The course meets every other week for two terms.
A. Hildyard and staff

TPS3806H Case Studies in Comparative Higher Education

This is a seminar course designed for students interested in the comparative study of higher education.
Staff

TPS3807H The University Under Communism

This course explores facets of the role of the university within communist societies. It begins with a focus on the contradiction between the traditional idea of the university and the ideals of the communist society, then considers various perspectives on the role of intellectuals or the intelligentsia in social change. The main body of the course is concerned with the historical experience of the Soviet Union and the People's Republic of China, as they sought to create a communist society yet retain the university as an integral part of their knowledge system.
R.E.S. Hayhoe

TPS3810H International Academic Relations

This course begins with the literature of international relations to set the context for an examination of higher education's role and responsibilities in an international arena. It then looks at the critical challenges to accepted views of knowledge in the university that have arisen from social theorists such as Habermas, from feminist scholarship, and from non-Western scholarship. Topics for exploration and research include the following: academic freedom in a global context; the role of universities and colleges in international development; relations between higher education institutions and international organizations; scholar/student exchanges; and human rights and higher education.

R.E.S. Hayhoe

TPS3820H Special Topics in Higher Education: Doctoral Level

Description as for TPS1820H.

Staff

TPS3852H Individual Reading and Research in Higher Education: Doctoral Level

Description as for TPS1852H.

Staff

Other courses accepted for credit

(For descriptions, see relevant department course listings)

NOTE: The following courses from Adult Education, Community Development and Counselling Psychology are accepted for credit in Higher Education programs:

AEC1114	Comparative and International Perspectives in Adult Education
AEC1146	Women, Globalization and Citizenship
AEC1173	Creativity and Wellness: Learning to Thrive
AEC1181	Embodied Learning and Qi Gong
AEC3104	Political Economy of Adult Education in Global Perspectives
AEC3173	Effecting Change: Creating Wellness
AEC3211	Counselling and Researching in Context: Critical Perspectives on Counselling and Health Promotion Research

NOTE: Higher Education students may choos one of the following courses to fulfill their methods requirement for the doctorate:

Adult Education, Community Development and Counselling Psychology, OISE/UT:

AEC1145	Participatory Research in the Community and the Workplace

Curriculum, Teaching and Learning, OISE/UT:

CTL1108	The Phenomenological Curriculum
CTL1112	Interpretive Research Methods in Holistic and Aesthetic Education
CTL1306	Qualitative Research Methods in Education: Concepts and Methods
CTL1804	The Linguistic Analysis of Interactio in Educational Settings
CTL1861	Critical Ethnography
CTL2808	Intermediate Statistics and Researc Design
CTL4801	Narrative and Story in Research and Professional Practice
CTL4802	Doctoral Seminar in Qualitative Research on Teaching

Human Development and Applied Psychology, OISE/UT:

HDP3201	Qualitative Research Methods in Human Development and Applied Psychology

Sociology and Equity Studies in Education, OISE/UT:

SES1905	Qualitative Approaches to Sociological Research in Education
SES3930	Advanced Seminar on Feminist Methodology and Education

Department of Public Health Sciences, University of Toronto:

CHL5111	Qualitative Research Methods
CHL5115	topics in Qualitative Research

Faculty of Nursing, University of Toronto:

NUR1024	Qualitative Research: Foundations, Methods and Designs

HISTORY OF EDUCATION

David Levine, Ph.D. (Cambridge)
Program Coordinator
Professor
(history of education with special reference to social modernization and economic change; the history of schooling in relation to demographic analysis and family history; the history of literacy; the social history of education in relation to popular culture; educational history in England; historiography of the history of education)

Cecilia Morgan, Ph.D. (Toronto)
Assistant Professor
(social and cultural history of Canadian education; gender history; colonialism and imperialism; historical memory)

Ruth Roach Pierson, Ph.D. (Yale)
Professor Emeritus, jointly appointed to Sociology and Equity Studies in Education
(history of women and women's education; history of feminism and feminist historiography; history of educational policy)

Elizabeth M. Smyth, Ed.D. (Toronto)
Associate Professor, cross-appointed from Curriculum, Teaching and Learning
(history of education in Canada; in Ontario; history of teachers; gender and the history of Canadian education)

Harold M. Troper, Ph.D. (Toronto)
Professor
(Canadian social history; immigration; education of ethnic and minority groups; American history; history of education)

PROFESSORS EMERITI

Alison Prentice, Ph.D. (Toronto)
Stephen T. Rusak, Ph.D. (Alberta)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree with a specialization in History of Education. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed. program, which requires a major research paper/paper. Both the Ed.D. and Ph.D. programs have a minimum period of full-time study. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.

In addition to the Minimum Admission, Program and Degree Requirements (see pages 27 - 35), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in history. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

INTERDEPARTMENTAL GRADUATE SPECIALIZATIONS

Students may participate in the following interdepartmental specializations in which History faculty are involved:

- Gender Equity in Education (page 227)
- Women's Studies/Feminist Studies (page 229)

COLLABORATIVE PROGRAMS

Students may also enrol in collaborative programs which allow them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department and the collaborative program.

- Graduate Collaborative Women's Studies (GCWS), (see pages 223 - 224)
- Comparative, International and Development Education, (see pages 221 - 222)

MASTER OF EDUCATION

The M.Ed. degree specializing in History of Education is pursued under Option II (eight half-courses plus a major research paper). (See the Minimum Admission, Program and Degree Requirements section, pages 27 - 35, for admission and other program requirements.) Students are expected to take at least four half-courses in History of Education, one of which must include Course TPS1460 (History and Educational Research).

DOCTOR OF EDUCATION

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission, Program and Degree Requirements section, pages 27 - 35, for admission and program requirements.) Applicants to this program are expected to have a clearly defined research thesis problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g., research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations in their master's degree programs other than History of Education are required to take additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the History of Education M.Ed. or M.A. specialization) consist of eight half-courses, a year of full-time study on campus and a thesis. Preferably, the required year of full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core program includes two mandatory Ed.D. seminars (TPS3490 Ed.D. Seminar in the History of Education: I, and TPS3491 Ed.D. Seminar in the History of Education: II), normally taken during the year of required full-time study. The remaining courses are selected by the student in consultation with the faculty advisor and may be taken before or after the year of required full-time study. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

All Ed.D. students who began their program after July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in history may be admitted to a one-year program comprising six half-courses and a thesis. Normally, four of the six half-courses must be selected from among History of Education course offerings and those accepted for credit in this degree program. (See pages 209 - 213.)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to take some additional courses. They are encouraged to submit with their application, descriptions or outlines of courses that show substantive content. (See Minimum Admission, Program and Degree Requirements section, pages 27 – 35 for admission and other program requirements.)

DOCTOR OF PHILOSOPHY

Qualified applicants with a University of Toronto M.A. degree with a specialization in History of Education or its equivalent (including a thesis o equivalent major research paper) may be admitted to a six half-course (plus thesis) program. If the master's degree did not include thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in History of Education will b required to establish equivalency with the OISE/UT master's program. Usually this entails the addition of courses beyond the minimum six half-courses required for the Ph.D. Applicants who have taken graduate courses with substantial history of education content in any several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. program are requested t submit a statement of their research interests in as much detail as possible so that an appropriat faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample o scholarly writing (e.g., master's thesis, major research paper, published article) with their application. All Ph.D. candidates are required to write a comprehensive examination.

CORE COURSE REQUIREMENTS

Candidates for the M.A., Ed.D. and Ph.D. degrees with a specialization in History of Education are required to take TPS1419 unless (or an equivalent) has been taken previously. Candidates for the M.Ed. degree with a specialization in History of Education are required to take TPS1460 (History and Educational Research).

ESEARCH FOCI

o guide students in selecting their research reas of interest, the History of Education pecialization offers the following thematic foci:

eminist Studies
ES1983 and TPS courses: 1412, 1418, 1421, 426, 1430, 1488, 3417 and 3418 .

istory of Women and the Family in ducation
PS courses: 1412, 1415, 1418, 1421, 1422, 426, 1428, 1429, 3418, 3423.

nmigration, Ethnicity, and lulticulturalism in Education
PS courses: 1415, 1421, 1424, 1428, 1429, 428.

he Origins of Modern Schooling
PS courses: 1400, 1401, 1403, 1405, 1415, 420.

heory and Practice of Schooling
PS courses: 1400, 1401, 1403, 1405, 1407, 408, 1460.

OURSES

he following list demonstrates the range of ourses offered within the History of Education pecialization. Not all of the courses listed are ffered in any given year.

course is identified with History of Education hen the prefix is TPS and the first two digits in e course number are 14 or 34. It should be oted that the initial digit (1 or 3) does not ecessarily indicate course level; most courses ay be taken by both master's and doctoral udents. Courses are normally open to students other programs as well.

PS1400H The Origins of Modern chooling I: Problems in Education efore the Industrial Revolution

his course presents an overview of education nd schooling before the massive intervention of e modern state. It is concerned with those rms of educational communication that formed e background for contemporary educational ystems.
. Levine

TPS1401H The Origins of Modern Schooling II: Problems in 19th and 20th Century Educational History, Focus on Canada and the U.S.A.

Drawing chiefly on North American literature, this course explores the origins of state educational systems in the context of traditional patterns of socialization and formal schooling, and changing social, political, and economic conditions and ideologies.
H.M. Troper

TPS1402H History of Modern European Education

Studies in the social and political history of European education since the eighteenth century. Education in modern Europe has frequently deviated from the Enlightenment values of tolerance, cosmopolitanism, and rationality. The history of anti-Semitism in Germany 1871-1945 provides a case in point.
R.R. Pierson

TPS1403H History of Education in Canada

A survey course whose central theme is "Canadian answers to perennial questions in education". Included among these questions are the following: Why educate? Who should be educated? Who should teach? What should be taught? By what methods? Who pays the piper? Who calls the tune? How can success in teaching and learning be evaluated? Each of these questions will be dealt with in historical perspective in relation to the following regions of Canada: Atlantic region, Quebec, Ontario, Western region. Additional topics to be considered will be: (1) Canadian educational historiography; (2) Canadian education and its critics: an analysis of the ongoing criticism of Canadian education (in historical perspective).
E.M. Smyth

TPS1405H History of Education and Society: Selected Topics

This course is primarily designed for those with little or no background in historical research. It examines a variety of ways in which historical scholarship is relevant to the study of education and contemporary society. Students will be introduced to the interpretive questions of evaluation, representation, and understanding.
D. Levine and H.M. Troper

TPS1407H Mass Education in English History

The primary focus of this course will be the transition from an agrarian society to an urban, industrial one. Substantial attention will be devoted to the recurrent attempts of educational promoters to discipline the masses to the rhythms of an industrial society. The stratified, explicitly unequal system of educational rewards and the recent attempts to replace it will also occupy a critical position.
D. Levine

TPS1408H Elite Education in English History

The upper classes in Britain developed an educational system that served to create a homogeneous ruling elite having many characteristics of a caste. The schools, universities, and recreational facilities that engendered the social and educational segregation of the classes and the masses will be the focus of this course. The period of study will proceed from the sixteenth up to the twentieth century, when attempts have been made to "democratize" elite institutions.
D. Levine

TPS1412H The History of Women and Higher Education

This course explores the growing historical literature on women and institutions of advanced education. Topics include: the nineteenth-century academy and women's college movement; women and public secondary schooling; the admission of women to universities; women's experience of higher education in the twentieth century.
Staff

TPS1415H The History of the Teaching Profession

This course explores the history of teaching as an occupation. Drawing on recent Australian, British, and American studies, as well as on the Canadian literature, it examines the following topics: the changing composition of teaching forces; teachers' work and status in the schools; professionalization; the organization of teachers' associations and unions; class, ethnicity, race, and gender in teaching.
Staff

TPS1416H Ontario Education

This course analyses the interplay of gender, race, class, ethnicity and religion in the history of education in Ontario from the eighteenth through the twentieth centuries. The course is delivered through computer-mediated conferencing.
E.M. Smyth

TPS1418H The Role of Education in Theories of Women's Emancipation: I

Feminist traditions, although often interrupted and silenced, stretch far back into the past. Thi course is devoted to reclaiming a part of that heritage, in particular the tradition of feminist concern with the relation of women to education We will examine some of the major feminist theoretical writings from the seventeenth century to the end of the nineteenth century.
R.R. Pierson

TPS1419H Historiography and the History of Education

Central issues in historical writing - theory and philosophy, bias and representativeness - are considered together with modes of presentation forms and methods of research, and styles of argument. Students are introduced to the main issues in current educational history through an intensive reading of selected, exemplary texts. Emphasis is placed on the manner in which arguments are developed in social-historical studies on schooling and education. In this way, the influence of critical theory, discourse analysis, feminism, post-modernism, and post-structuralism on recent debates within the field discussed with reference to the central problem of history of education. TPS1419 is compulsory for all students in the M.A., Ed.D., and Ph.D. programs who will be developing a thesis topic i the History of Education.
D. Levine

TPS1420H European Popular Culture and the Social History of Education: I

This course is concerned with the interaction between literacy and popular mentalities in the period before the creation of school systems. It particular interest is with those individuals for whom we have detailed information and whose lives provide a distant mirror reflecting other realities. For many of them, living at the interstices of literacy and orality, the social function of education was central to their lives.
D. Levine

PS1421H The History of Women and ducation

n investigation of the social, political, conomic, and ideological trends affecting the ducation of women in Europe and North America n the nineteenth and twentieth centuries.

. Levine and R.R. Pierson

PS1422H Education and Family Life in he Modern World: I

he history of the family as it relates to child-earing and education in Great Britain, France, he United States, and Canada.

. Levine

PS1424H Religion, Ideology, and ocial Movements in the History of orth American Education

historical overview of the process of change s influenced by social service organizations or novements inside and outside the formal school tructures of the community. Among the issues iscussed in the seminar are institutional tructure and ideology, the nature of reform, olunteerism, and related political culture.

.M. Troper

PS1425H Class Formation and Its elation to the Schools

review of selected topics and themes in the istory of working people and the schools, drawn rom the nineteenth and twentieth-century ritish, Canadian, and American contexts. This ourse will examine areas such as working-class ommunities' relationships to schools, the moral egulation of working-class students, and the lass position and identities of teachers. We will lso explore alternative forms of working-class chooling, such as adult education, and themes n popular culture. We will also examine areas uch as working-class households and ommunities and their relations to schools. The ourse will pay attention to the relation of gender o working-class culture and will draw upon new cholarship that examines the relation of working eoples to imperialism, ethnicity, and race.

. Morgan

PS1426H The History of Women and ducation in Canada

n investigation of the history of women in anada, stressing the political, economic, and ocial developments that formed the background o changing patterns in women's education and vomen's role in education.

. Morgan

TPS1428H Immigration and the History of Canadian Education

A historical examination of immigration and immigration policy in shaping the social, economic, and political life of Canada with special reference to education. This course will explore such areas as the historically different agendas of immigrants and policy-makers, the shifts from migrant to immigrant, and the racial and organizational priorities of educators in meeting the needs of immigrants.

H.M. Troper

TPS1429H Ethnicity and the History of Canadian Education

A historical exploration of ethnicity and race as a factor influencing Canadian civic culture, changing public policy, and shaping the contours of ethnic community life. Special attention will be paid to the historical development of ethnicity in Canada, the internal life of several communities, and the challenges ethnicity and race represented to keepers of the Canadian gate and educators in particular.

H.M. Troper

TPS1430H Gendered Colonialisms, Imperialisms and Nationalisms in History

Beginning with classic works in the field and advancing to more recent feminist and post-colonial texts, this course examines the work of gender and the role of women in the discourses of colonialism, imperialism, and nationalism, and the racisms they spawned, as articulated and deployed from the eighteenth to the twentieth century.

R.R. Pierson

TPS1448H Popular Culture and the Social History of Education: II

This course examines a range of themes in the history of education and popular culture, drawn from the nineteenth and twentieth-century British, Canadian, and American contexts. Topics that will be covered include the impact of the growth of literacy and the spread of the popular press, consumption and advertising, and commercial exhibitions and museums as sites of popular education. We will also explore the relationship of various levels of the state and of capitalism to popular culture and the relation of

"high" culture to mass culture. This course will pay attention to the influences of gender, race and ethnicity, class, and sexuality in shaping and, at times, challenging, particular forms of popular culture.
C. Morgan

TPS1452H Individual Reading and Research in the History of Education: Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that are not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS1460H History and Educational Research

A seminar course required of all M.Ed. students in History of Education, normally taken at or near the end of each student's program. The course will both explore selected topics in educational history with special reference to historical research methods in use in the history of education and assist students in undertaking their major research paper.
Staff

TPS1461H Special Topics in History of Education

This course examines in depth a topic of particular relevance not already covered in the regular course offerings in the department. The topics will be announced each spring in the Winter Session and Summer Session schedules.
Staff

TPS3418H The Role of Education in Theories of Women's Emancipation: II

This course is designed as a follow-up to TPS 1418H. It is intended for students who wish to pursue at an advanced level the study of feminist educational theory. Through study and class discussion of major feminist texts, the course will carry the examination of feminist critiques of educational systems and curricula into the twentieth century and the contemporary women's movement.
R.R. Pierson

TPS3423H Education and Family Life in the Modern World: II

This course is designed as a follow-up to TPS1422H. It is intended for students who are interested in pursuing the historical study of education and family life. This course is not a survey; rather, its primary concern will be a detailed examination of the major works in family history. Classroom discussions will be focused upon the major historiographical and methodological implications of monographic texts, each of which will be considered at length.
Prerequisite: TPS1422H or permission of instructor.
D. Levine

TPS3428H Minority Concerns and Education in Canadian History: Selected Topics

A research-oriented seminar on the historical tensions and concerns of immigrant and ethnic groups and their importance to the development of education in Canada.
Prerequisite: TPS1428H, TPS1429H, or permission of instructor.
H.M Troper

TPS3452H Individual Reading and Research in the History of Education: Doctoral Level

Description as for TPS1452H.
Staff

TPS3461H Special Topics in History of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3490H Ed.D. Seminar in the History of Education: 1

This is a required research seminar for Ed.D. candidates involving consideration of the problems of historical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

PS3491H Ed.D. Seminar in the istory of Education: II

ee description for course TPS3490H.

taff

PS3494H Doctoral Practicum in the istory of Education: I

his course supports special field-oriented xperience for doctoral candidates relating to heir particular areas of scholarly interest. The tudent's activities will be planned in onsultation with faculty and will involve eminars or tutorials as well as practical nplementation in field situations. While credit is ot given for a thesis investigation proper, the tudy may be related to a thesis topic.

taff

PS3495H Doctoral Practicum in the istory of Education: II

ee description for course TPS3494H.

taff

ther courses accepted for credit

he following courses are accepted for credit in istory of Education. For descriptions, see elevant department course listings.

igher Education (see pages 201 - 206)

PS1801H	The History of Higher Education in Canada: An Overview
PS1820H	The section titled: The University in an International Context: Ethics, Human Rights, Politics
PS1822H	The Idea of the University and the College

ociology and Equity Studies in ducation

ES1904H	Sociological Theory in Education
ES1983H	Gender and Historical Sociology

PHILOSOPHY OF EDUCATION

Dwight R. Boyd, Ed.D. (Harvard)
Program Coordinator
Professor, cross-appointed to Sociology and Equity Studies in Education
(moral education; ethical issues in education; philosophical issues related to gender in education; critical social philosophy of education)

Deanne Bogdan, Ph.D. (Toronto)
Professor, cross-appointed to Curriculum, Teaching and Learning
(literary theory and literature education; aesthetics and education; feminist criticism, aesthetics and pedagogy; musical aesthetics in education)

Maureen Ford, Ph.D. (Toronto)
Assistant Professor
(poststructuralist and postmodern philosophies of education, discourse analysis of subjectivity. Feminist pedagogy, gender analysis and critical theory)

Dieter Misgeld, Dr. Phil. (Heidelberg)
Professor, cross-appointed to the Departments of Philosophy and of Political Science, University of Toronto
(human rights theory and practice; citizenship and democratic development; human rights education in an international context; contemporary social theory)

E. Christopher Olsen, Ph.D. (London)
Associate Professor
(philosophical foundations of cognitive science; philosophy of mind; theory of knowledge; theory of human action; developmental epistemology and learning environments; teaching philosophy in elementary and secondary schools)

DEGREES

Students may register for the M.Ed., M.A., Ed.D., or Ph.D. degree with a specialization in Philosophy of Education. The M.Ed. and Ed.D. degrees are intended primarily for educational practitioners while the M.A. and Ph.D. degrees are intended for research-oriented scholars who wish to apply their discipline to education. All degree programs require a thesis except the M.Ed. program, which requires a major research

project/paper. Both the Ed.D. and Ph.D. programs have a minimum period of full-time study. The M.Ed. and M.A. programs may be pursued on a full- or part-time basis.
In addition to the Minimum Admission, Program and Degree Requirements (pages 27 - 35), M.A. and Ph.D. applicants are normally expected to have a substantial undergraduate concentration in philosophy. Candidates with undergraduate concentrations in one or more of several cognate disciplines in the social sciences and humanities will also be considered for admission.

Students may participate in several interdisciplinary programs and centres in which Philosophy faculty are involved. These include:
- Transformative Learning
- Women's Studies/Feminist Studies

See Interdepartmental Graduate Specializations, pages 225 - 230 and Graduate Interdisciplinary Research Foci, 231 - 233.

Students may also enrol in the University of Toronto's Collaborative Program in Women's Studies (GCWS), which allows them to take courses across a number of University of Toronto departments. Prospective students must be admissible to both their OISE/UT department and the Collaborative Program (see pages 223 - 224).

As well, interested students may enrol in the Collaborative Program in Comparative, International and Development Education, (see pages 221 - 222).

MASTER OF EDUCATION

The M.Ed. degree with a specialization in Philosophy of Education is pursued under **Option II** (eight half-courses plus a major research paper). (See the Minimum Admission, Program and Degree Requirements section, pages 27 - 35 for admission and other program requirements.) Students are expected to take at least four half-courses in Philosophy of Education.

DOCTOR OF EDUCATION

The Ed.D. degree is designed for career educators who wish to engage in the in-depth study of a problem or topic related to professional practice. (See Minimum Admission, Program and Degree Requirements section, pages 27 - 35, for admission and program requirements.) Applicants to this program are expected to have a clearly defined thesis research problem/topic when they enter the program; hence a statement of the applicant's expected research focus must be submitted with the application. Applicants are also encouraged to submit a sample of their scholarly writing (e.g. research report, major essay, thesis). Moreover, an interview with faculty in the applicant's proposed area of specialization is normally required prior to the admission decision.

Applicants with specializations in their master's degree programs other than Philosophy of Education are required to take additional courses either as prerequisites to admission or as part of their program. Applicants without a master's thesis or equivalent must submit a Qualifying Research Paper, which must be approved by two faculty members prior to registration in the program.

The minimum Ed.D. degree requirements (for candidates who have a master's degree equivalent to the Philosophy of Education M.Ed. or M.A. specialization) consist of eight half-courses, a year of required full-time study on campus and a thesis. Preferably, the year of required full-time study should occur late in the degree program and should be devoted primarily to thesis research and writing.

The core program includes two mandatory Ed.D. seminars (TPS3480 Ed.D. Seminar in the Philosophy of Education: I, and TPS3481 Ed.D. Seminar in the Philosophy of Education: II), normally taken during the year of required full-time study and TPS1440 (An Introduction to Philosophy of Education) unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the Graduate Department of Philosophy, may **upon approval** be substituted for Philosophy of Education courses. Students are strongly encouraged, though not required, to take at least two half-courses before the year of required full-time study.

All Ed.D. students who began their program after July 1, 1992, are required to take a comprehensive examination.

MASTER OF ARTS

Qualified applicants who hold a four-year University of Toronto bachelor's degree, or its equivalent, with a major in philosophy may be admitted to a program comprising six half-courses and a thesis. In this program, TPS1440 (An Introduction to the Philosophy of Education) is mandatory unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the Graduate Department of Philosophy, may **upon approval** be substituted for Philosophy of Education courses. (See pages 216 - 220.)

Applicants with undergraduate majors in related social science and humanities disciplines are normally required to take some additional courses. They are encouraged to submit with their application, descriptions or outlines of courses that show content related to philosophy. (See Minimum Admission, Program and Degree Requirements section, pages 27 - 35 for admission and other program requirements.)

DOCTOR OF PHILOSOPHY

Qualified applicants with a University of Toronto M.A. degree with a specialization in Philosophy of Education or its equivalent (including a thesis or equivalent major research paper), may be admitted to a program comprising six half-courses and a thesis. In this program, TPS1440 (An Introduction to the Philosophy of Education) is mandatory unless it, or an equivalent, has been taken previously. Three of the remaining five courses should normally be in Philosophy of Education, selected in consultation with the faculty advisor. Courses from other departments, including the Graduate Department of Philosophy, may **upon approval** be substituted for Philosophy of Education courses. (See pages 216 - 220.) If the master's degree did not include a thesis (or equivalent), a Qualifying Research Paper must be submitted and approved by two faculty members before registration for the degree program.

Applicants who do not hold a master's degree with specialization in Philosophy of Education will be required to establish equivalency with the OISE/UT master's program. Usually this entails the addition of courses beyond the minimum six half-courses required for the Ph.D.

Applicants who have taken graduate courses with substantial Philosophy of Education content in any of several related disciplines in the humanities and social sciences should submit descriptions of such courses along with their applications to help determine equivalency or the number of additional courses to be taken.

Applicants to the Ph.D. program are requested to submit a statement of their research interests in as much detail as possible so that an appropriate faculty advisor can be designated. Applicants who have completed a master's degree elsewhere are encouraged to submit a sample of scholarly writing (e.g., master's thesis, major research paper, published article) with their application.

All Ph.D. candidates are required to write a comprehensive examination.

RESEARCH FOCI

To guide students in selecting their research areas of interest, Philosophy of Education offers the following thematic foci:

Feminist Studies
TPS courses: 1439, 1462, 1484, 1485, 1488, 3417

Human Rights, Politics, and Education
TPS courses: 1433, 1434, 1435, 1442, 1444, 1449, 1480

Literature, Music, the Arts, and Education
TPS courses: 1436, 1459, 1462, 1484, 1485, 1487, 1488, 3417, 3436, 3447

Morals/Values, Social Issues, and Education
TPS courses: 1433, 1434, 1435, 1436, 1439, 1441, 1442, 1444, 1447, 1449, 1451, 1485, 3441, 3443

Theories of Knowledge, Cognitive Science, Technology, and Learning
HDP1234 and TPS courses: 1431, 1432, 1436, 1437, 1447, 1450, 1459

NOTE: Master of Religious Education (M.R.E.) students at the University of St. Michael's College and Victoria University may enrol concurrently in the M.Ed. program and, upon completion of the M.R.E., receive transfer credits (from an approved list of courses) for up to half of the M.Ed. course requirements.

COURSES

The following list demonstrates the range of courses offered within the Philosophy of Education specialization. Not all of the courses listed are offered in any given year.

A course is identified with Philosophy of Education when the first two digits in the course number are 14 or 34. It should be noted that the initial digit (1 or 3) does not necessarily indicate course level; most courses may be taken by both master's and doctoral students. Courses are normally open to students in other programs as well.

TPS1431H Theory of Knowledge in Educational Inquiry and Cognitive Science

This advanced research seminar is offered alternate weeks over a full year to allow for in-depth development of research papers on epistemological issues relating to education. Areas may include: Piaget's genetic epistemology and his theory of concept formation and objectivity; philosophical foundations of cognitive science; knowledge representation in humans and in computers, and how this pertains to the educational use of computers. Prerequisite: Background in philosophy or psychology, plus permission of the instructor.
E.C. Olsen

TPS1432H Knowledge, Mind, and Human Beings

This course is designed primarily for those without extensive background in philosophy. It will consider selected topics of particular concern to educators from the areas of philosophy of mind and epistemology. Various theories of mind such as dualism, behaviorism, and materialism will be considered in relation to such concepts as education, indoctrination, teaching, learning, conditioning, knowledge, and understanding. The underlying concern will be to develop a conceptual account of a person as an educable being.
E.C. Olsen

TPS1433H Freedom and Authority in Education

This course focuses on the tension between freedom and authority as it affects both education and society at large. Traditional and contemporary philosophical theories of freedom and authority provide a context for examining the competing claims of libertarians (or progressivists) and authoritarians in education. This course does not presuppose extensive background in philosophy.
E.C. Olsen

TPS1434H Human Rights, Politics, and Education

This course examines human rights theory and practice with reference to major political, social, and educational issues in our times. The connections between human rights, democratic development, and education will be considered i an international context.
D. Misgeld

TPS1435H Democracy and Education

The course will consider major views of society and politics that have the development of democracy as their theme. The relation between projects of educational reform and democratic development will be examined.
D. Misgeld

TPS1436H Modernity and Postmodernity in Social Thought and Education

Recent debates in social theory, philosophy, an education regarding the meaning of modernity will be discussed. Theories of modernity and "post-modern" critiques of them will be reviewed Experiences around the world of various types crisis (human rights, ecological, cultural) may b considered.
D. Misgeld

TPS1437H Philosophical Aspects of the Development of Language and Thought

This is an interdisciplinary course that examine the philosophical underpinnings of competing theories about language learning, concept formation, and the relation between thinking and language. There will be discussion of how each theory would guide educational practice during child's early years. Major protagonists to be considered will include Piaget, Vygotsky, Chomsky, and contemporary authors in cognitive science.
Prerequisite: Some background in philosophy, psychology, or linguistics.
E.C. Olsen

PS1439H Gender, Ethics, and ducation: Philosophical Issues

his course will examine philosophical issues ertaining to the interrelationships of gender, thical frameworks, and educational theory. ocus will be on recent feminist analyses of ender as a social construction, insights into ow this construction is manifested and aintained, and critiques of and alternatives to ainstream ethical theory. How educational eory, on matters such as ideals, aims, urriculum content, and the teacher's role, would eed to change in order to accommodate these erspectives will provide the context for the ritical explorations.

.R. Boyd

PS1440H An Introduction to hilosophy of Education

his course is an overview of the field of hilosophy of education, focusing on four uestions constituting the core of the field of tudy. These questions will be addressed from e perspective of a variety of philosophers and chools of thought, selected to represent the eld in its diversity and in its recurring and nifying themes. Texts to be read will be drawn om both traditional representatives such as ristotle, Plato, Locke, Rousseau, Kant, Dewey, ussell, and Whitehead, and more recent critical evelopments and "counterpoints" to the adition.

taff

PS1441H Philosophical Dimensions of loral Education

his course considers theoretical issues in moral ducation within the context of an examination of elected contemporary approaches. The role of e teacher in moral education is emphasized nd examined in light of interpretations within ifferent approaches and as shaped by eoretical conceptions of the moral realm and iews of the objectivity of value judgment. ssues such as relativism, the role of affect and ommitment, the nature of moral development, ndoctrination, and the teacher as moral agent re also explored in the context of the latter heoretical problems.

.R. Boyd

TPS1442H Cultural and Racial Difference in Education: Philosophical Perspectives

This course will focus on moral problems that arise when educators seek to address cultural and racial difference and to respect diversity. Such problems will be explored in the context of curriculum choices, teachers' integrity, cultural conflicts, race relations, and power differentials. Attention will be directed to underlying philosophical issues such as conceptions of the moral realm, moral certainty, the meaning and justification of valuing diversity, and indoctrination.

D.R. Boyd

TPS1444H Human Rights and Education in an International Context

How can education contribute to respect for human rights? Human rights violations occur around the world on an alarming scale, and there is need to search for an adequate response. The way in which education in various forms can contribute to finding it will be examined. This course has no prerequisites and is open to students not specializing in Philosophy of Education.

D. Misgeld

TPS1446H The Teacher as Philosopher

This course starts from the assumption that teachers are already philosophers - i.e., their practice is informed by systems of beliefs and assumptions. Each student will have the opportunity to develop an initial articulation of his/her views on education in a personal interview with the instructor at the beginning of the term. These interviews will then be shared and will focus course readings, lectures, and requirements. The aim will be to examine the different ways in which philosophical assumptions form the foundation for educational beliefs. Topics addressed will include value, epistemological, political, and praxis questions within beliefs about educational aims, content, and teaching methods.

D.R. Boyd

TPS1447H Technology in Education: Philosophical Issues

This course will address the philosophical problems arising from the use of modern technology and its implications for theories of education and educational practices. The primary focus of the course will be on the nature

of the relationship between humans, society, and technology. Among the issues that may be considered are: the nature and validity of technological determinism as a model of explanation of personal and social change; technological causation; the conceptual distinctions (if any) between humans and machines; the social, political, metaphysical, ethical, and epistemological commitments involved in the introduction and use of technology in education; the distinctions between human understanding and artificial intelligence; problems arising from the use of computers in education; and related philosophical issues in education. The selection of topics will depend on the interests and backgrounds of the members of the seminar.
Staff

TPS1449H The Theory of Law and the Teaching of Law in the Schools

The aim of this course is an examination of the fundamental philosophical principles underlying law and their application to the study of law in the schools. The topics to be dealt with will include: the nature and justification of law; morality and law; the concept of justice; crime and punishment; law and social change; rational procedures in law; theories of legal education and proposed materials; legal problems confronting teachers; and curricula for courses in law.
Staff

TPS1450H Philosophy of Science and Science Education

This course focuses on discussion of the development and growth of scientific concepts based on actual controversies in science. It is designed for science teachers interested in exploring alternative science curricula.
Staff

TPS1451H Theories of History and Social Inquiry in Education

This course consists of consideration of some of the major contemporary theories of history and social inquiry and their relevance for education today. The topics to be treated in the seminar include the nature of historical inquiry; theories of explanation and discovery in history and the social sciences; the use of narrative in history and education; modes of reasoning in history; the relevance of history today; the application o the theories and models studied to the teaching of history and the social sciences; and related topics to be selected by members of the seminar.
Staff

TPS1453H Individual Reading and Research in the Philosophy of Education: Master's Level

This course consists of specialized study, involving regular preparation of papers and tutorials under the direction of a staff member, focusing on specialized topics of interest to individual students and faculty members that ar not provided for in seminar courses. Practical field experience may be included as part of the course. While credit is not given for a thesis investigation proper, the study may be related t a thesis topic.
Staff

TPS1459H Creativity and Education

The theoretical frameworks of school programs for gifted students will be studied and related to more general theories of creativity. This will involve considering a variety of theories of creativity and giftedness of philosophers, psychologists, scientists, artists, writers, musicians, and educators to determine what creativity is, how it can be supported and encouraged, and what the implications for education are. In addition to examining theories the class will study creative works, observe classroom activities in gifted education, and examine various programs for the gifted. In effect, both theoretical and practical aspects o creativity in education will be dealt with and special focus will be placed on areas of student interest.
Staff

TPS1462H Women, Literature, and Education

This course focuses on several ways in which literature relates to women and education with a emphasis on feminist concerns pertaining to literary interpretation and pedagogy, the ethics of literary reading, and the relationship between educational goals and a feminist literary consciousness.
D. Bogdan

S1465H Special Topics in losophy of Education

s course examines in depth a topic of ticular relevance not already covered in the ular course offerings in the department. The cs will be announced each spring in the nter Session and Summer Session schedules.
ff

S1471H Critical Issues in ucation: Philosophical Perspectives

s course examines philosophical dimensions contemporary critical issues in educational ctice. Issues selected vary each session amples are destreaming initiatives, court ses about teaching religion in schools, vernance and control, and the development of "common curriculum"), and an effort is made have as guest speakers practitioners from the d who are actively dealing with the issue. The n is to integrate our understanding of these ues as they are being played out in practice d uncover and analyse some of the underlying ilosophical questions.
R. Boyd

S1482H The Nature and velopment of Religious Knowledge in lucation

nongst other issues, this course examines the nilarities and differences between religious ncepts, beliefs, and knowledge and other es of concepts, beliefs, and knowledge (e.g., npirical, historical, scientific knowledge) from a velopmental perspective as derived from the rk of Piaget, Fowler, etc. A central issue for e course is the question whether religious lucation is appropriate within formal education a pluralistic society and, if so, what is the ture of the knowledge that can properly be the bject of a religious education program.
C. Olsen

PS1484H Philosophy of Literature nd Literature Education

is course examines the philosophical nderpinnings of literature as a form of owledge within classical literary criticism. pics address the ontology of the literary work, e epistemology of literary response, sthetic/moral/political implications of the lationship between text and reader, and plications to the classroom treatment of erary reading.
. Bogdan

TPS1485H Literature and Values in Education

This course inquires into the complex relationship between literature and values, including the ethical dimension throughout literary criticism and a philosophical analysis of the educational value of literature. Topics include the justification for and censorship of literature, Northrop Frye's concept of the educated imagination and its critique from a feminist perspective.
D. Bogdan

TPS1487H Critical Discourses of Musical Experience and Education

This course inquires into ways of speaking about the educational value of musical experience as both a private act and a social and cultural phenomenon. Assuming no special musical expertise of its participants, it focuses on the musical reception of western art music from the perspective of the informed listener/audience as educator. It seeks to forge a critical discourse for exploring the ontological, psychological, ethical, social, and political dimensions of musical experience.
D. Bogdan

TPS1488H Feminist Theory, Musical Experience, and Music Education

This course addresses several topics in the application of feminist theory to the fields of musicology, musical reception, and music education.
D. Bogdan

TPS3417H Research Seminar in Feminist Criticism, Aesthetics, and Pedagogy

This course provides a forum for students with some background in feminism, literature, the arts, literary theory, feminist/critical pedagogy, creativity, and/or aesthetics who wish to pursue a research topic in depth. Students should have in mind a relevant topic when they register. Limited enrolment.
D. Bogdan

TPS3436H Aesthetics and Education

This course examines conceptions of aesthetic experience, education for aesthetic awareness, the educational value of art, performance theory and its relationship to the arts and education.
D. Bogdan

TPS3441H Research Seminar in Moral Education: Part I

This is an advanced seminar based on topics covered by TPS1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
Prerequisite: Permission of instructor.
D.R. Boyd

TPS3443H Research Seminar in Moral Education: Part II

This is an advanced seminar based on topics covered by TPS1441H but dealing with a selection of these in more depth. Topics are selected on the basis of the research interests of students and instructor.
D.R. Boyd

TPS3447H Theories of Modernity and Education: 1

Theories of modernity and of societal and political modernization will be reviewed and their limits will be considered. Basic arguments will be derived from more recent traditions in social theory, such as Frankfurt school social theory, neopragmatism, Foucauldian postmodernism and from some examples of Third world thought, especially Latin American thought. All these theories will be addressed with reference to some features of J. Habermas' theory of democratic modernization.
D. Misgeld

TPS3453H Individual Reading and Research in the Philosophy of Education: Doctoral Level

Description as for TPS1453H.
Staff

TPS3465H Special Topics in Philosophy of Education

A course that will examine in depth a topic of particular relevance not already covered in regular course offerings in the department. The topics will be announced each spring in the Fall/Winter Session and Summer Session schedules.
Staff

TPS3480H Ed.D. Seminar in the Philosophy of Education: I

This is a required research seminar for Ed.D. candidates involving consideration of the problems of philosophical studies in a critical context. The seminar will include presentation and criticism of students' thesis/project proposals and progress reports.
Staff

TPS3481H Ed.D. Seminar in the Philosophy of Education: II

See description for course TPS3480H.
Staff

TPS3484H Doctoral Practicum in the Philosophy of Education: I

This course supports special field-oriented experience for doctoral candidates relating to their particular areas of scholarly interest. The student's activities will be planned in consultation with faculty and will involve seminars or tutorials as well as practical implementation in field situations. While credit i not given for a thesis investigation proper, the study may be related to a thesis topic.
Staff

TPS3485H Doctoral Practicum in the Philosophy of Education: II

See description for course TPS3484H.
Staff

Other courses accepted for credit

The following courses are accepted for credit in Philosophy of Education. For descriptions, see relevant department course listings.

Curriculum, Teaching and Learning

CTL1315H Arts and Education: Practice and Theory

Human Development and Applied Psychology

HDP1234H Foundations of Cognitive Science

Higher Education Program

(see page 203)

TPS1820H The section titled: The University in an International Context: Ethics, Human Rights, Politics
TPS1822H The Idea of the University and the College

COLLABORATIVE GRADUATE DEGREE PROGRAMS

COMPARATIVE, INTERNATIONAL AND DEVELOPMENT EDUCATION

This Collaborative Graduate Program provides the opportunity for students enrolled in any of the four participating departments, while meeting all of the requirements for a degree from that department, to also receive a notation on their transcript identifying their specialization in Comparative, International and Development Education.

The interests of students and faculty involved in this Program range from the development of teaching and learning programs and policies dealing with specific educational, social and economic problems to studies of the role of organized learning in the development of large social systems. The experience and interests of faculty permit students to study comparatively both formal and non-formal educational programs, for children and adults, as they occur in both developing and developed societies, from a variety of different theoretical perspectives.

This program will be of interest to Canadian students who wish to work and live in other cultures or want to better understand the educational and social systems of the many learners in Canada's multicultural society. It will also be of interest to international students who wish to relate their studies at OISE/UT directly to their own societies and learning systems. It is available to students enrolling in the M.Ed., M.A., Ed.D., Ph.D. degrees and the relevant program in each of the four cooperating departments:

- Adult Education, Community Development and Counselling Psychology
  - Adult Education Program (the Community, International and Transformative Learning specialization)
- Curriculum, Teaching and Learning
  - Curriculum Program
  - Measurement and Evaluation Program
  - Second Language Education Program
  - Teacher Development Program
- Sociology and Equity Studies in Education
  - Sociology in Education Program
- Theory & Policy Studies in Education
  - Higher Education Program
  - History and Philosophy of Education Program

Academic coordination is provided by the Comparative, International and Development Education Centre (CIDEC). This Centre also provides a gathering place to connect students and faculty with comparative and international education interests throughout OISE/UT via a seminar series, print and electronic newsletters, a Resource Centre, and a small lounge.

Admission Requirements

Applicants should apply to the appropriate degree program in whichever of the four collaborating departments corresponds most closely to their general background and interests, clearly noting the program code on the Application for Admission Form A(1), section 17. **Applicants are also strongly encouraged to forward a copy of the Application for Admission Form - A(1) and A(2) to the Comparative, International and Development Education Program Coordinator (see below).**

In addition to meeting the minimum OISE/UT requirements (see Minimum Admission, Program and Degree Requirements section, pages 27 - 35), and departmental requirements as outlined elsewhere in this *Bulletin*, applicants to this Collaborative Program are ordinarily expected to have had at least one to two years' experience working/living in cultural contexts other than urban southern Ontario (or similar settings), or to have had extensive experience working in multicultural educational settings (for children or adults).

Prospective applicants are **strongly advised** to contact the Collaborative Program Coordinator in advance of submitting their application, to discuss the relevance of their professional/life experience to their potential admissibility to this program, and its suitability to their own learning goals.

Program Requirements

Individual student programs must meet the requirements of both their home department (as outlined elsewhere in this *Bulletin*) and the Collaborative Program. Normally, a careful selection of courses will satisfy this requirement without any additional course load.

Collaborative Program requirements include course selections from the Comparative, International and Development Education basic and specialization courses (distributed within and across the collaborating departments), regular participation in, and contribution to the CIDEC Seminar Series, and (depending upon th degree program and department) preparation of thesis, research paper, or comprehensive pape related to Comparative, International and Development Education, as certified by a participating faculty member from the home department.

NOTE: Students who successfully complete the program will have noted on their transcripts "Specialist in Comparative, International and Development Education" in addition to the degree from their OISE/UT department.

Faculty Advisors

Students will be advised principally by faculty from their home department who also participat in the Collaborative Program. They may also seek advice and information from the Comparative, International and Development Education Centre. Core participating faculty include: B.L. Hall and A. Thomas (AECDCP); F.M. Connelly, J.P. Farrell and D.N. Wilson (CTL); G. Sefa Dei, R.B. Folson, D.W. Livingstone, C.P. Olson and N.N. Wane (SESE S. Anderson, R. Hayhoe and D. Misgeld (TPS)

NOTE: In selecting a thesis supervisor, students are not restricted to faculty from their home department.

A complete and up-to-date list of participating faculty and Comparative, International and Development Education courses, plus details o the Collaborative Program requirements, can be obtained from the Program Coordinator:

Joseph P. Farrell, Head
Comparative, International, and Development
Education Centre (CIDEC)
Telephone: 416-923-6641 ext. 2361
E-mail: jfarrell@oise.utoronto.ca

VIRONMENTAL STUDIES

E/UT and the Institute of Environmental
lies (U of T) collaborate in M.A., M.Ed.,
). and Ed.D. degree programs in
ironmental Studies. This program is offered
of the Transformative Learning Centre
SE/UT) and is administered in the
artments of Adult Education, Community
elopment, and Counselling Psychology;
riculum, Teaching and Learning; and
iology and Equity Studies in Education.

ne master's level, the arrangement is for
lents to take between two and four half-
dit courses from the courses listed with the
itute of Environmental Studies. Internships
students in this program are sometimes
ilable through the Institute for Environmental
dies. The remaining courses are to be taken
n the courses listed at OISE/UT. These
rses are to be approved through an
ademic Advisor from one of the three
ticipating OISE/UT departments.

e doctoral program consists of eight half-
irses. Two to four half-credit courses are to
taken from the courses listed with the
titute of Environmental Studies and the
nainder from the three participating OISE/UT
artments. The Ph.D. program has a one-year
iod of required full-time study and the Ed.D.
gram has a two-year period of required full-
e study.

TE: Students who successfully complete
program will have noted on their transcripts
mpleted Collaborative Program in
vironmental Studies" in addition to the degree
n their OISE/UT department.

r further information please contact:
mund O'Sullivan, Coordinator
Transformative Learning Centre
Adult Education, Community Development and
Counselling Psychology
Telephone: 416-923-6641 ext. 2592
Fax: 416-923-4749
E-mail: eosullivan@oise.utoronto.ca
vid Selby, Curriculum, Teaching and Learning
Telephone: 416-923-6641 ext. 4540
rgrit Eichler, Sociology and Equity Studies
Telephone: 416-923-6641 ext. 2276
ger Hansell, Institute of Environmental
Studies, University of Toronto
Telephone: 416-978-6409

GRADUATE COLLABORATIVE PROGRAM IN WOMEN'S STUDIES (GCWS)

The departments of Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learning; Sociology and Equity Studies in Education and Theory & Policy Studies in Education, as well as other University of Toronto departments, participate in the Graduate Collaborative Program in Women's Studies (GCWS) offering M.Ed., M.A., Ed.D. and Ph.D. degree programs. The GCWS provides a formal educational opportunity for qualification in the field of women's studies through the pursuit of original interdisciplinary research in women's and gender studies and advanced feminist scholarship.

The program provides a central coordinating structure to facilitate and disseminate women's studies research through student and faculty research seminars, colloquia, circulation of work in progress, study groups, conferences, and publications. The GCWS contributes to the development of an integrated research community in women's studies at the University of Toronto. Applicants to the program are expected to meet the admission and degree requirements of both their OISE/UT department and the GCWS.

All programs of study should be planned in consultation with the program advisor in the student's OISE/UT home department and with the GCWS Coordinator. (See GCWS address below.)

NOTE: Students who successfully complete the program will have noted on their transcripts "Completed Collaborative Program in Women's Studies" in addition to the degree from their OISE/UT department.

Further information is available from:

- The School of Graduate Studies Calendar
- The student's OISE/UT departmental Liaison Officer
- GCWS Program Office

(See information on next page)

Graduate Collaborative Program in Women's Studies (GCWS)

The Institute for Women's Studies and Gender Studies
New College - University of Toronto
40 Willcocks Street
Toronto, Ontario M5S 1C8
Telephone: 416-978-3668
Fax: 416-946-5561
E-mail: grad.womenstudies@utoronto.ca
Website: www.utoronto.ca/iwsgs

Graduate Women's Studies Student Association (GWSSA)

The GWSSA acts as a source of information and support for students. It fosters community building, social networking, the development of friendships and work relationships, and academic learning.

To get involved, contact:

New College, 40 Willcocks Street, Room 2030WI
Telephone: 416-978-8284
E-mail: ws_su@utoronto.ca

NOTE: In addition to this university-wide collaborative program, OISE/UT students have the opportunity to participate in two OISE/UT interdepartmental specializations:

- **M.Ed. in Gender Equity in Education**
- **Women's Studies/Feminist Studies**

See pages 225 - 230 of this *Bulletin* for further details.

NTERDEPARTMENTAL RADUATE PECIALIZATIONS

Faculty in several departments are collaborating in the development of interdepartmental specializations to facilitate program selection and planning for students who wish to pursue studies in an area of specialization which involves two or more OISE/UT departments. Participating faculty and departments are working toward establishing common courses and comprehensive requirements for these specializations. At this time the five interdepartmental specializations described in this section have been formally established.

Students must still apply to a specific department, but those interested in enroling in an interdepartmental specialization should so indicate on the Application for Admission Form A(1), Section 18.

ABORIGINAL EDUCATION (pending approval)

This specialization draws upon the diverse cultural and spiritual philosophies and practices of Aboriginal nations. We seek to examine a diverse range of issues, trends, perspectives, and models of Aboriginal education from local, to national and international connections. Students specializing in Aboriginal Education will develop knowledge and skills and have a greater understanding of the needs, aspirations and knowledges of Aboriginal (Inuit, Metis, mixed-race Aboriginal, non-status Indians, status Indians) and Indigenous Peoples. The content and methods, and academic development and advancement of the specialization are developed in collaboration with Aboriginal organizations, Elders from various communities, the Indigenous Education Network and participating departments of OISE/UT.

Aboriginal perspectives form the basis of the specialization which:

- respects, values and draws on the lived experiences, stories and oral traditions of Elders, traditional teachers and Aboriginal educators; develops understandings of Aboriginal Ways of life
- builds relationships connecting local Aboriginal/indigenous communities with those around the world
- encourages scholarship in linguistic and cultural policy studies, structures of formal education for Aboriginal peoples, tuition agreement issues, and Aboriginal curriculum development in their historic and contemporary contexts

- advocates making changes in educational policy and practice in Canada by examining issues related to self-determination in public education systems and current literature and research including the Report of the Royal Commission on Aboriginal Peoples
- examines roles of various educational institutions and policies that produce and maintain conditions of constraint, images of "nativeness", social and class differences, dominance, control politics, and social inequities in regard to Aboriginal peoples. Countering stereotypes is critical to this examination
- develops the physical, spiritual, emotional, and intellectual wellbeing of each student grounded in Aboriginal perspectives.

The Aboriginal Interdepartmental Initiatives Group guides the Aboriginal Education specialization at OISE/UT. This group is composed of representatives from the Indigenous Education Network (IEN) of OISE/UT; Aboriginal Student Caucus, a sub-committee of IEN; OISE/UT Mid-Northern Native Focus Centre; Developing Aboriginal Education and Research Centre; and the Departments of Adult Education, Community Development, and Counselling Psychology (AECDCP); Curriculum, Teaching, and Learning (CTL); Sociology and Equity Studies in Education (SESE); and Theory and Policy Studies (TPS)

Courses are offered at the B.Ed, M.Ed., M.A., Ed.D., and Ph.D. levels with anticipation of developing and implementing a community-based Aboriginal Teacher Education Program. Faculty members supervise master's research projects, qualifying research papers, and both master's and doctoral theses within the focus.

Admission Requirements

Applicants must meet the admission requirements of a participating OISE/UT department. (It is possible to apply to more than one department, rank ordering department preference on the application form). Applicants must indicate the program code for the Aboriginal Education specialization on the Application for Admission Form A(1), Section 18.

Students applying to the SESE department who are interested in this specialization should select the Aboriginal and Indigenous Studies focus. Students applying to the AECDCP department should select the Learning and Teaching focus.

Program Requirements

Individual student programs must meet the requirements of both the home department and the Aboriginal Education specialization. At leas three courses must be taken in the Aboriginal Education specialization from the list of course below. Faculty involved in the specialization may supervise students who choose to study i this specialization and who are required by the home department to complete a comprehensiv examination and Major Research Paper or a thesis.

Courses

Aboriginal focused courses that may be count toward the specialization in Aboriginal Educati include: AEC1171, AEC1180; CTL1018, CTL3022 and SES courses listed in the 2970-2980 range. Additional courses of interest to students in this specialization include: AEC1104, AEC1160, AEC1177, AEC3126, AEC3134, AEC3174, AEC3175; CTL3031; SES1902, SES1923, SES1925, SES1950, SES1951, SES1958; TPS1019, TPS1045 and TPS3042. Students may be approved for additional special topics courses with Aborigin content under AEC3131, CTL1799, CTL1999, SES2999, SES3998, and TPS1852.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in Aboriginal Education specialization: E. Anton B. Hall, L. Fitznor, P. Gamlin, and E. O'Sulliva (AECDCP); S. Stiegelbauer (CTL); G. Dei, P. Cole, J. Iseke-Barnes, P. Olson, P. O'Rile and N. Wane (SESE); and D. Corson and J. Magnusson (TPS).

Elders

An Elder-in-residence (grandmother) is availa through the First Nations House (FNH), University of Toronto, for all students. The FN and the IEN invite various Elders to talks and circle teachings as resources permit through the academic year.

Resources

Other University of Toronto offices that supp Aboriginal perspectives include:

- Aboriginal Studies (undergraduate degree)
  Dr. Keren Rice, Coordinator
  Telephone: 416-978-1763
  Website: www.utoronto.ca/abs

original Health and Well Being
iblic Health Science, Faculty of Medicine
. Jeff Reading (Mohawk)
lephone: 416-978-0962

st Nations House
lephone: 416-978-8227
ebsite: www.library.ca.www/equity/fnh.html/

e Transition Year Program
lephone: 416-978-1942

original Health
culty of Nursing
. Rebecca Hagey
lephone: 416-978-2865

r further information, contact:

ara Fitznor (AECDCP)
ordinator, Aboriginal Interdepartmental
Initiatives Group (AIIG)
lephone: 416-923-6641 ext. 2345
x: 416-926-4749
mail: lfitznor@oise.utoronto.ca

. Judy Iseke-Barnes (SESE)
lephone: 416-923-6641 ext. 2726
x: 416-926-4751
mail: jisekebarnes@oise.utoronto.ca

original Education Interdepartmental Specialization
ebsite:
www.oise.utoronto.ca/Bulletin/inter.html

digenous Education Network
ebsite:
www.oise.utoronto.ca/other/ien/ienpage.html

original Education and Research ntre
ebsite: www.oise.utoronto.ca/~first

APTIVE INSTRUCTION

e Departments of Curriculum, Teaching and
arning; and Human Development and Applied
ychology offer an interdepartmental
ecialization in Adaptive Instruction. This
gram examines issues related to the learning
aracteristics and education of students with
erse needs in modern classrooms.
ndidates selecting this specialization develop
understanding of developmental diversity and
tructional strategies that make learning accessible to children with special needs. The impact of heterogeneous classrooms on teachers and teaching is considered.

For details, see the Adaptive Instruction section under each of the above participating department's listings, pages 83 – 84 and 138.

Admission Requirements

Applicants are admitted to one of the departments and must meet the admission requirements of that department. They should indicate "Adaptive Instruction" as their area of specialization on their application form.

Faculty Advisors

Students will be advised by faculty from their home departments who are also participants in the Adaptive Instruction interdepartmental specialization: N. Bélanger, A. Jordan, E. Smyth, P. Stanovich (CTL); E. Geva, T. Humphries, D. Keating, C.R. Musselman, K. Stanovich J. Wiener and D. Willows (HDAP).

GENDER EQUITY IN EDUCATION

The M.Ed. in Gender Equity in Education is designed as a specialization for educators who are interested in the professional applications of women's studies in schools. Though it is coordinated by the Centre for Women's Studies in Education (CWSE), it involves faculty and students in a number of OISE/UT programs. Students may take the M.Ed. specialization in Gender Equity in Education in combination with the listed programs offered by the following departments:

Sociology and Equity Studies in Education

Theory & Policy Studies in Education
- Educational Administration
- Higher Education
- History and Philosophy of Education

The basis for this specialization includes the large number of feminist scholars on the OISE/UT faculty, the availability of extensive resources on women and schooling as well as curriculum materials in the OISE/UT Education Commons (Library) and in the Women's Educational Resources Collection. The CWSE provides support and facilities to students taking this specialization.

Admission Requirements

Applicants are admitted to one of the departmental programs listed above. They must indicate the program code for Gender Equity in Education on the Application for Admission Form A(1), Section 18. The specialization is especially appropriate for students who are working teachers or otherwise professionally active as educators.

Program Requirements

At least three courses must be taken in the Gender Equity in Education specialization. One of these, "CTL1313 Gender Equity in the Classroom" is required. The remaining two may be selected from the list of courses below. Individual student programs must otherwise meet the requirements of the department in which they are registered.

Faculty Advisors

Students will be advised by faculty advisors from their home Department. Staff at CWSE will also be available. In M.Ed. programs which include a Major Research Paper, the Head of the Centre for Women's Studies in Education will be available to supervise. Students are advised to contact staff at the CWSE early in their program to learn more about the specialization and about the support and facilities available to them through the Centre.

For further information, contact:

- **Caralee Price** at CWSE
  Telephone: 416-923-6641 ext. 2204
  E-mail: cprice@oise.utoronto.ca
  Website:
  www.oise.utoronto.ca/projects/inclusive

- **Paula Bourne**, Coordinator of CWSE
  Telephone: 416-923-6641 ext. 2368
  E-mail: pbourne@oise.utoronto.ca

Courses

Courses that may be counted toward the specialization in Gender Equity in Education include: AEC1156, AEC1253 and AEC3120; CTL1011, CTL1840, CTL4803; SES1920, SES1951, SES1953, SES1982, SES1987, SES2912 and SES2914; TPS1403, TPS1415, TPS1416, TPS1418, TPS1421, TPS1426, TPS1439, TPS3418 and TPS3029.

TRANSFORMATIVE LEARNING

The Transformative Learning interdepartmenta specialization involves faculty and students from several OISE/UT departments who are taking an interdisciplinary approach to global ecological and social issues as they relate to education. In both master's and doctoral programs students can specialize in global issues while also registered in one of the following departments: Adult Education, Community Development and Counselling Psychology; Curriculum, Teaching and Learnir Sociology and Equity Studies in Education; an Theory & Policy Studies in Education.

The specialization is grounded in the assumpti that the pressing global concerns of today cannot be understood through a conventional paradigm or through a single disciplinary approach. It integrates such areas as ecolog peace studies, anti-racist education, social justice issues, development studies, indigeno knowledge, native studies, religious studies, world-views and ways of life, social economy, theory of democracy, adult education and soci change, participatory research, popular education, feminism, reproductive technologie alternative futures, international migration, multiculturalism, popular culture, and family change.

Through the specialization its members have links with the International Institute for Global Education, the Faculty of Environmental Studi at York University, the Nicaraguan Institute of Popular Education and Research (INIES), the Global Education Project of the Ontario Teachers' Federation, and a variety of community-based organizations.

Admission Requirements

Applicants must meet the admission requirements of a participating OISE/UT department. (It is possible to apply to more tha one department, rank ordering department preferences on the application form.) Applicar must indicate the program code for the Transformative Learning specialization on the Application for Admission Form A(1), Section 1 Students applying to the Department of Curriculum, Teaching and Learning who are interested in this interdepartmental specialization should select the Social Justice and Cultural Studies in Education specializatio under the Curriculum programs (pages 85 - 86)

ogram Requirements

rmally, half of a student's courses must be en in the home department and half in the ansformative Learning specialization. Usually, cause of overlap between departmental and ecialization course offerings, it is possible to et this requirement and still take courses ewhere. Students can take more than the nimum required number of courses in their me department and in the specialization. In ses where the home department requires a nprehensive examination and Major Research per or a thesis, these will as far as possible be nducted or supervised by faculty involved in specialization.

culty Advisors

idents will be advised by faculty from their me department who are also participants in the ansformative Learning specialization: . Hall, A.R. Miles, S. Mojab, J. Quarter, and /. O'Sullivan (AECDCP); J. Miller, and . Simon (CTL); G. Sefa Dei, M. Eichler, Livingstone, N.N. Wane (SESE) and Misgeld (TPS).

tudent's thesis supervisor need not be from home department. However, at least one sis committee member must be.

urses

urses that may be counted toward the ecialization in Transformative Learning lude: AEC1105, AEC1111, AEC1131, C1136, AEC1143, AEC1144, AEC1146, C1148, AEC3116, and AEC3119; CTL1110, L1207, CTL1301; SES1900, SES1903, S1909, SES1920, SES1921, SES1922, S1924, and SES2914; TPS1405, TPS1420, S1422, TPS1428, TPS1429, TPS1434, S1444, TPS1481, TPS1489, TPS4323, and S3428.

OMEN'S STUDIES/FEMINIST TUDIES

omen's Studies/Feminist Studies at OISE/UT olves faculty and students from a number of partments who share interests in this large d growing field of scholarship, activism, and search. Students can specialize in Women's udies/Feminist Studies through master's and ctoral programs in most of OISE/UT's departments. Women's Studies/Feminist Studies faculty in these departments may be consulted in the design of individualized programs of study.

Programs include courses at OISE/UT and at other departments of the university in the areas of women's/feminist studies, gender relations, and sex differences and similarities. The bases for this specialization include the large number of feminist scholars on the OISE/UT faculty, a variety of research projects, the many students working in the area, the Women's Educational Resource Collection, and the Centre for Women's Studies in Education (CWSE), which has a strong and active research program.

NOTE: There is also an interdepartmental specialization - the M.Ed. in Gender Equity in Education - which is coordinated by the Centre for Women's Studies in Education (CWSE). (See page 227.)

Admission Requirements

Applicants must meet the admission requirements of a participating department. They must also indicate the program code for Women's Studies/Feminist Studies on the Application for Admission Form A(1), Section 18. Students with undergraduate degrees or course-work in women's studies are especially strong applicants for this specialization.

Program Requirements

Individual student programs must meet the requirements of the home department. There are no specific required courses at either the master's or doctoral level. However, it is expected that the majority of the required departmental and extra-departmental courses will be in Women's Studies/Feminist Studies. Courses outside the department will be determined in consultation with the faculty advisor. Where required, doctoral students take comprehensive examinations planned by Women's Studies/Feminist Studies representatives of the home department so as to meet the degree requirements of the department and of the specialization.

Faculty Advisors

Students will be advised by faculty from their home department who are also participants in the Women's Studies/Feminist Studies interdepartmental specialization: A. Cole, L. Fitznor, M. Laiken, A.R. Miles, K. Mirchandani, S. Mojab, R. Ng, N. Piran, L. Stermac and M.A. Schneider (AECDCP); J. Dillabough, K. Gallagher, D. Gérin-Lajoie, T. Goldstein and E. Smyth (CTL); S. Acker, K. Bickmore, K. Dehli, R.B. Folson, M. Eichler, M. Heller, J. Iseke-Barnes, H. Lenskyj, R.R. Pierson, S. Razack, K. Rockhill (on leave), A. Trotz and N.N. Wane (SESE); N. Bascia, D. Bogdan, A. Datnow, R. Joshee, J.L. Magnusson, C. Morgan, L. Muzzin and C. Reynolds (TPS) .

In selecting a thesis supervisor, students are not restricted to faculty from their home departments. Students are advised to contact the Centre for Women's Studies in Education (CWSE), early in their program.

For further information, contact:

- **Caralee Price** at CWSE
  Telephone: 416-923-6641 ext. 2204
  E-mail: cprice@oise.utoronto.ca
  Website:
  www.oise.utoronto.ca/projects/inclusive

- **Paula Bourne**, Coordinator of CWSE
  Telephone: 416-923-6641 ext. 2368
  E-mail: pbourne@oise.utoronto.ca

Courses

A complete list of courses taught by feminist faculty and courses taught with a pro-feminist perspective is provided in a handbook available from the Centre for Women's Studies in Education (CWSE).

GRADUATE NTERDISCIPLINARY RESEARCH FOCI

The term *focus* has been chosen as a relatively informal term to refer to interdisciplinary emphases in graduate studies at OISE/UT which may help individual students orient their studies toward a specific problem area.

It must be emphasized that a focus does not constitute a program, and hence a student cannot enrol in a focus or obtain a degree in a focus. A student who participates in a focus must be enrolled in a departmental program, and must be receiving basic training in an educational discipline (or disciplines). However, applicants interested in one of these areas are encouraged to specify so at the time of application within their Statement of Intent

The foci described here vary in breadth, detail, and availability of courses from year to year. It must be emphasized that they are intended to serve as guides to students' program planning at OISE/UT in relation to their professional roles, interests, and long-term goals.

CRITICAL PEDAGOGY AND CULTURAL STUDIES

This focus is concerned with how education (broadly construed) has fostered symbolic dominance (often in conjunction with physical and material oppression), and how such injustice might be transcended by a critical pedagogy. Substantive research interests include: the relevance and social construction of sexuality, gender, disability, ethnicity, race, language and class to social, educational, and communicative competencies and capacities; critical ethnography; analysis of cultural forms and practices of representation in writing, text, music, film, television, and youth styles; the culture of the school and its communities; global peace and education; critical multiculturalism and anti-racism in education; Aboriginal education; comparative and Third World education; education and the labour market; the political economy of education; teachers as workers; studies of state formation and moral regulation; ideologies; issues of history, memory and pedagogies of space and time; critical reformulations of humanities curricula; and development of critical and reflexive teaching materials and strategies.

Faculty actively working in this focus are: L. Fitznor, A. Miles, S. Mojab, R. Ng, E. O'Sullivan, J. Quarter and D. Schugurensky (AECDCP); K. Bickmore, C. Conle, D. Corson, J. Cummins, J-A. Dillabough, D. Gérin-Lajoie, T. Goldstein, D. Hodson, M. Kooy, R. Morgan, E. Pedretti, D. Selby, R.I. Simon and P. Trifonas (CTL); K. Dehli, G. Sefa Dei, R.B. Folson, M. Heller, J. Iseke-Barnes, H. Lenskyj, D.W. Livingstone, C.P. Olson, S. Razack and K. Rockhill (on leave), N.N. Wane, (SESE); D. Bogdan and C. Morgan (TPS).

Interested students may consult Roxana Ng (AECDCP).

ÉTUDES EN FRANÇAIS

Le Département de curriculum, d'enseignement et d'apprentissage, en collaboration avec le Département de sociologie et d'études de l'équité en éducation, proposent des études supérieures multidisciplinaires qui s'intitulent «Études franco-ontariennes en éducation» et qui se donnent entièrement en français par le biais de l'éducation à distance et quelques cours sur place. Trois cours sont recommandés. Il s'agit des cours CTL1000 *Fondements des programmes scolaires*, SES1900 *Introduction à la sociologie de l'éducation* et un cours de méthodes de recherche (quantitative, CTL2007 ou qualitative, CTL1306). Il est à noter que les études à distance sont ouvertes également à la clientèle étudiante de Toronto.

Pour de plus amples détails sur les cours, veuillez consulter les sections «Department of Curriculum, Teaching and Learning» et «Department of Sociology and Equity Studies in Education». Les étudiants et les étudiantes doivent tenir compte des conditions d'admission en vigueur au Département de curriculum, d'enseignement et d'apprentissage.

Pour tout renseignement concernant les demandes d'admission, veuillez contacter :
Ilda Januario, adjointe aux études
Lieu : 252 Bloor Street West, bureau : 6-111
Téléphone : 416-923-6641, poste : 2290
Télécopieur : 416-926-4714
Courriel : ijanuario@oise.utoronto.ca

GLOBAL EDUCATION

Global education is an holistic paradigm of education predicated upon the interconnectedness of communities, lands an peoples, the interrelatedness of all social, cultural and natural phenomena, the interlocki nature of past, present and future and the complementary nature of the cognitive, affective, physical and spiritual dimensions of the human being. It addresses issues of citizenship, development, equity, health, peac social justice, and environmental sustainabilit Its scope encompasses the personal, the loca the regional and bioregional, the national and planetary. Congruent with its precepts and principles, its methodology is experiential, interactive, learner-centred, democratic, convivial, participatory and change-oriented.

Work in curriculum and professional development is undertaken with K-12 teachers and in non-formal and adult/community educational settings. Teaching, research and development work are undertaken across Canada and in partnership with universities, n governmental organizations and ministries of education in the developing world (often under the auspices of United Nations bodies).

Faculty involved include: K. Bickmore, M. Evans, T. Goldstein, D. Holland, J. Myers a D. Selby.

Information on courses is available from:
Sonia Hopwood
252 Bloor Street West, Room 10-110
Telephone: 416-923-6641 ext. 2863

LANGUAGE AND CRITICAL PEDAGOG

Linguistic and cultural diversity has always characterized human societies and has played central role in mediating power relations betwe dominant and subordinated groups. In the subordinated Canadian context, the suppressi of the languages and cultures of First Nations and Inuit peoples, of francophone and immigra minorities, and of the deaf has contributed substantially to social inequality. Linguistic factors also intersect in complex ways with unequal relations of gender and class.

udents who are interested in exploring how nguage use and language learning interact with mensions such as class, race, ethnicity, and ender in mediating power relations within lucation are encouraged to consult with the llowing faculty members: J. Cummins, Gérin-Lajoie, N. Labrie and R. Morgan (CTL); Corson (TPS); M. Heller (SESE).

EARNING AND WORK

is focus is devoted to pursuing critical vestigations of all aspects of learning that may relevant to work. Learning includes formal hooling and continuing education courses, but so informal self-directed and collective learning workplace, household and community heres. Work includes various forms of paid nployment, domestic labour and community lunteer activities. Many aspects of learning-ork relations are addressed: connections etween early family socialization and career oices, learning and the creation of socially sponsible work, economic restructuring and chnological education, as well as the treatment work in school curricula, the relevance of cational schooling and informal learning for etting a job, the array of continuing and informal arning activities in work organizations, mparisons of the learning practices involved in usework and paid employment, systemic nderemployment of learning capacities in lation to class, gender, racial, generational and her social differences, learning practices of nemployed people, and the democratization of arning and work.

ost faculty teaching in this focus are sociated with either the Learning, Work and hange focus in the Department of Sociology nd Equity Studies in Education or the 'orkplace Learning and Change focus in the epartment of Adult Education, Community evelopment and Counselling Psychology.

uch of the relevant research is conducted rough the Centre for the Study of Education nd Work (CSEW), which is jointly sponsored by ese departments and through the national search network on New Approaches to Lifelong earning (NALL).

ISE/UT faculty associated with this focus clude: B. Hall, M. Laiken, K. Mirchandani, Mojab, R. Ng, J. Quarter, and A. Thomas ECDCP); S. Acker, N. Bélanger, K. Dehli, G. Sefa Dei, R.B. Folson, E. Harvey, D. Livingstone, P. Olson, W. Seccombe and N.N. Wane (SESE); N. Bascia and D. Corson (TPS)

For information about focus activities, contact:
David Livingstone (SESE)
Telephone: 416-923-6641 ext. 2703
Fax: 416-926-4751
E-mail: dlivingston@oise.utoronto.ca
OR
Jack Quarter (AECDCP)
Telephone: 416-923-6641 ext. 2576
E-mail: jquarter@oise.utoronto.ca

THE NATURE AND DEVELOPMENT OF LITERACY

Literacy is a term that denotes forms of competence and sociocultural cognitive and linguistic relations important in understanding and participating in the notational systems of modern society. This focus is concerned with the forms of thinking and the forms of social action that literacy makes possible, and that make literacy possible, in school and societal settings.

Research interests pursued within this focus include: literacy, language and learning; literacy and the structure of competence; literacy and knowledge-building; literacy and political formations; the development of oral language proficiency and its relation to literacy development in monolingual and multicultural/multiethnic contexts; assessment of literacy; the social contexts of adult literacy; culture, context, and second-language learning; literature and literacy; literate computer environments; literacy and gender; social literacies; the sociocultural organization of literacy events; and critical literacy.

Faculty involved in teaching and research on literacy include: J.A. Draper and B.L. Hall (AECDCP); J. Aitken, D. Booth, A. Cumming, L.D. McLean, R. Morgan and M. Scardamalia (CTL); C. Bereiter, A. Biemiller, E. Geva, K.E. Stanovich, and D.M. Willows (HDAP); N. Bélanger, M. Heller and K. Rockhill (on leave) (SESE); D. Bogdan and D. Corson (TPS).

Students are encouraged to refer to program requirements in their home department.

For information about focus activities, contact C.G. Wells (CTL) or E. Geva (HDAP).

RESEARCH AND FIELD ACTIVITIES

RESEARCH AND DEVELOPMENT PROGRAMS

The research and development programs of OISE/UT foster improvement in Ontario education and complement the academic programs of OISE/UT departments. OISE/UT's research and development program is among th largest in education in the world. Most faculty spend a significant portion of their time on research and development projects. Students may participate in research and development projects through graduate assistantships or through joint research designed as a portion of their graduate program.

Findings of completed studies are often published by OISE/UT or by the sponsoring agency, or appear in journals produced by OISE/UT (*Curriculum Inquiry, Orbit, Resources for Feminist Research/ Documentation sur la recherché féministe*), in international journals o in other publications. OISE/UT Research Reports can be found in the OISE/UT Educatio Commons Library.

RESEARCH AND DEVELOPMENT CENTRES

The departments noted in each of the following descriptions currently offer graduate studies programs which are congruent with the researc and development work of centre faculty who ho major appointments in the departments concerned. For more information about the wor of any of the centres and related courses, please contact the respective centre.

•Centre for the Advancement of Measurement, Evaluation, Research, and Assessment (CAMERA)

Head: Tony C. M. Lam
Department: CTL
Location: 252 Bloor Street West, Room 11-229
Telephone: 416-923-6641 ext. 3225

CAMERA was created in the summer of 1996 within the CTL Department. The Centre is dedicated to the goal of fostering ideas and research that address issues in the areas of theoretical and applied measurement, large-scale and classroom-based assessments, program and system evaluations, research methods, data analysis procedures, and relate tters. The centre draws together OISE/UT's ulty and external researchers and ctitioners to engage in projects of common erest, to share and exchange perspectives, d to work collaboratively to resolve thodological problems in measurement, aluation, research and assessment.

ntre for Applied Cognitive Science ACS)

ad: Michel Ferrari
partment: HDAP
cation: 252 Bloor Street West, Room 9-132
lephone: 416-923-6641 ext. 2566

rough a number of research and development ojects, the CACS explores cognitive uctures and cognitive processes in a variety content domains. CACS is characterized by empts to integrate contributions from a mber of fields (e.g., psychology, linguistics, ilosophy, and computer science) into the idy of human development and education. CS is also involved in the development of structional approaches based on cognitive eory and computer technology.

e Centre hosts a number of regular research minars and group meetings devoted to rticular topics in which students are invited to rticipate. It is home to principal investigators a number of large-scale inter-related research ograms, including the National Centre of cellence Program on Telelearning, The anadian Institute of Advanced Research uman Development Program, the University of ronto's Knowledge Media Design Institute and e University of Toronto Joint Centre for oethics.

entre for Franco-Ontarian Studies REFO)

ead: Normand Labrie
epartment: CTL, SESE
cation: 252 Bloor Street West, Room 6-106
elephone: 416-923-6641 ext. 2323
ax: 416-926-4714
mail: nlabrie@oise.utoronto.ca
ebsite: www.oise.utoronto.ca/CREFO/

REFO is an internal research centre which nducts research relating to social and guistic practices of Francophones living in a inority setting. Current projects focus on linguistic pluralism, the construction of identity, social processes of inclusion and exclusion, linguistic repertoires and linguistic heterogeneity. Research activities, specifically focused on the educational sector, include the analysis of policies and programs, sociolinguistic dynamics in school settings, children designated as exceptional, as well as teaching and learning in a minority setting.

•Centre de recherches en éducation franco-ontarienne (CREFO)

Directeur : Normand Labrie
Department : CTL, SESE
Téléphone : 416-923-6641 poste 2323
Télécopieur : 416-926-4714
Courrier électronique : nlabrie@oise.utoronto.ca
Lieu: 252 rue Bloor Ouest, 6-106
Website: www.oise.utoronto.ca/CREFO/

Le CREFO est un centre de recherche universitaire, où l'on étudie les pratiques sociales et les pratiques langagières des francophones vivant en milieu minoritaire. On s'intéresse au phénomène du pluralisme linguistique, à la construction identitaire, aux processus sociaux d'inclusion et d'exclusion, aux répertoires plurilingues et à la mixité linguistique. Dans le secteur plus spécifique de l'éducation, nos recherches portent sur l'analyse des politiques et des programmes, sur les dynamiques sociolinguistiques en milieu scolaire, sur l'enfance en difficulté, ainsi que sur l'enseignement en milieu minoritaire.

•Centre for Independent Visual Media and Education

Head: Kari Dehli
Coordinator: Richard Fung
Department: SESE
Location: Room 12-216
Telephone: 416-923-6641 ex x2275
E-mail: rfung@oise.utoronto.ca

The central aim of the Centre for Independent Visual Media and Education (CIVME) is to foster critical and innovative connections among educators, cultural theorists and artists working in film, video and a variety of visual and cultural media. Toronto has developed an international reputation as a hub for independent film, video and cultural work, showcased in a year-round circuit of festivals and other events.

At the same time, an increasing number of graduate, undergraduate and teacher education students are linking their work as educators, cultural producers, and cultural critics in new ways which have provocative implications for education and culture. These rapid developments in academic theory, independent cultural production, and student interest suggest an important potential for new approaches to education which takes up questions of equity, difference and power.

Objectives:
a) to provide for work in cultural studies through programs that foster theoretically informed debate about using independent visual and cultural media in education
b) to foster a variety of collaborations that link OISE/UT graduate and teacher education programs with community-based film, video and cultural festivals and resource centres
c) to develop research projects that investigate the problematics of using independent visual media in education in order to address questions of equity, power and difference
d) to develop networks and resources that facilitate access to visual and textual resources in cultural studies for students, teachers, researchers and cultural workers.

•Centre for Integrative Anti-Racism Studies (CIARS)

Head: Sherene Razack
Department: SESE
Location: 252 Bloor Street West, Room 12-260
Telephone: 416-923-6641 Ext. 2529
E-mail: srazack@oise.utoronto.ca

The mandate of this Centre is to initiate a strong teaching, research and development focus that underscores theoretical perspectives in the areas of race, social difference and equity. CIARS offers an academic and research program directed to both the graduate and pre-service students at OISE/UT. It undertakes a concerted outreach effort, linking its work to scholars in centres within OISE/UT and the University of Toronto, to national and international centres with similar concerns and to schools and community organizations. It also serves as a resource centre for consultation on community concerns both inside and outside the immediate realm of formal education: that is, education broadly defined to include social welfare, law, media and the arts.

•Centre for Leadership Development

Contact: Vashty Hawkins
Department: TPS
Location: 252 Bloor Street West, Room 6-186
Telephone: 416-923-6641 ext. 2721
Fax: 416-926-4752

The Centre for Leadership Development engag in research on different aspects of leadership and processes of educational change. Long-term projects are underway with respect to different forms of leadership and their effects, the nature of expertise in the problem solving leaders, and the relationship between culture, organizational learning and leadership. From time to time, the Centre also engages in resea on the effects of various educational policies. This research is usually carried out in the context of major school reform efforts, and is intended to offer guidance to those implementi such reforms, as well as to identify implication for effective leadership.

Another aspect of the Centre's work is the design and implementation of OISE/UT's Principal Certification Program as well as inservice programs for school and district administrators.

•Centre for the Study of Education an Work (CSEW)

Head: David Livingstone
Department: SESE
Location: 252 Bloor Street West, Room 12-23
Telephone: 416-923-6641 Ext. 2703
E-mail: dlivingstone@oise.utoronto.ca

The CSEW mandate is to expand scholarly an public awareness of the different forms of learning and work and their interrelations. The centre conducts research, policy studies and public forums to document relations between informal learning/schooling/further education and paid/unpaid work, identify major social barriers to integrating learning and work, and support new initiatives to overcome these barriers. Much of the research emphasizes the standpoint of workers as learners. This centre jointly sponsored by the Department of Adult Education, Community Development and Counselling Psychology and the Department o Sociology and Equity Studies in Education. Faculty members involved with CSEW are liste with the Interdisciplinary Research Focus on Learning and Work, page 233.

entre for Teacher Development

ead: Michael Connelly
epartment: CTL
ocation: 252 Bloor Street West, Room 10-141
elephone: 416-923-6641 ext. 3085

ne Centre for Teacher Development engages in esearch and development projects, and cilitates initial and inservice teacher education ctivities. In addition, the Centre supports post-octoral fellowships for outstanding scholars nd encourages visiting professorships. eacher development integrates personal, ollaborative, and organizational experiences in lifelong pursuit of professional growth. Faculty terests include gender issues, women in ducation; multiculturalism; teacher evelopment; career development; professional nowledge; action research; narrative and story elling; research on teaching; collaboration; and e contemplative practitioner.

he Centre sponsors the publication of *urriculum Inquiry*, Canada's leading educational urnal and publishes *Among Teachers*, a acher based inquiry journal. Students who ish to specialize in teacher development should oply through the Department of Curriculum, eaching and Learning, indicating clearly in their tatement of Intent and by completing the pplication for Admission Form A(1), section 17, at they wish to be considered for admission to e Centre for Teacher Development. Those who ish to apply through any other OISE/UT epartment must first contact the chair of that epartment. For additional information, please ontact the Centre Head, Michael Connelly.

entre for Women's Studies In ducation (CWSE)

oordinator: Paula Bourne
ocation: 252 Bloor Street West, Room 2-230
elephone: 416-923-6641 ext. 2368

he Centre conducts, promotes, and distributes esearch in women's studies. Recent and urrent projects include: the Women's ducational Resources Collection; the periodical *esources for Feminist Research/ ocumentation sur la recherché féministe;* the anadian Women's Periodical Indexing Group; anadian Women's History; Sexual Harassment esources for Elementary Schools; A Feminist ritique of Schooling; Redesigning Professional Education for Gender Equitable Schooling; Women and Professional Education, Professional Women Historians in Canada, Canadian Women's Issues, Educational Campaign to Combat Date and Acquaintance Rape on College and University Campuses, Training packages on Violence for Elementary Teachers, Achieving Curriculum Consistency: The Case of Family Studies in Ontario Secondary Schools. Information on all projects is available at the Centre.

The holder of the annual Dame Nita Barrow Distinguished Visitor position in Women and Development and Community Transformation is housed at the Centre. The CWSE also welcomes visiting scholars and educators who are working in women's studies and consults with educators outside OISE/UT in this and related areas. Speaker series, including the Popular Feminism lecture series, feature speakers from inside and outside OISE/UT, and lunch-bag seminars feature visiting scholars, OISE/UT students' and researchers' work in progress. The Centre's annual Newsletter provides information about activities of interest within and outside OISE/UT.

A complete list of OISE/UT's feminist courses is available from the Centre Secretary, as is a list of CWSE Publications. For further information regarding graduate studies in the area, see Gender Equity in Education (pages 227 - 228) and Women's Studies/ Feminist Studies (pages 229 - 230) in the Interdepartmental Graduate Specializations section; and Feminist Studies and Gender Relations in Education in the Department of Sociology and Equity Studies in Education (page 167).

•Comparative, International, and Development Education Centre (CIDEC)

Head: Joseph P. Farrell
Department: CTL
Location: 252 Bloor Street West, Room 10-139
Telephone: 416-923-6641 ext. 2362

The mandate of this Centre, formally established in 1989, is to coordinate, consolidate, and expand OISE/UT's work in comparative, international, and development education through research, field services (both in Canada and in developing nations), and graduate teaching. OISE/UT staff and students engage in a significant amount of international and comparative work in their own specialties (over a third of OISE/UT faculty have had significant international experience) and the amount of such work is increasing.

Part of the Centre's mandate is to further such international work, and to organize information regarding the international work of OISE/UT staff and students and make it available to all members of the OISE/UT community and the Ontario education community generally. For information regarding the already existing graduate studies opportunities in this area within OISE/UT, see the Collaborative Graduate Degree Program in Comparative, International, and Development Education, which this Centre coordinates, in the section on Collaborative Graduate Degree Programs, pages 221 - 222.

•Imperial Oil Centre for Studies in Science, Mathematics & Technology Education

Head: Derek Hodson
Department: CTL
Location: 252 Bloor Street West, Room 11-258
Telephone: 416-923-6641 Ext. 2635
E-mail: derekhodson@oise.utoronto.ca
Website: http://smt.oise.utoronto.ca

The Centre for Studies in Science, Mathematics and Technology Education, established with the financial support of Imperial Oil, provides major opportunities for faculty members, graduate students and research officers to engage in collaborative research and curriculum development, and enables one serving teacher per year to be seconded to work within the Centre.

The diverse activities of the Centre are expected to have immediate and significant impact on science, mathematics and technology curriculum practice both in Ontario and throughout Canada. In furthering its commitment to being a significant voice in international debate on science, mathematics and technology education, the Centre has undertaken a major publishing function (including publication of the *Canadian Journal of Science, Mathematics and Technology Education*) and will seek to develop collaborative research projects with groups outside Canada.

•International Centre for Educational Change (ICEC)

Co-Heads: Andy Hargreaves and Lorna Earl
Department: TPS
Location: 252 Bloor Street West, Room 6-119
Telephone: 416-923-6641 Ext. 2426
E-mail: ahargreaves@oise.utoronto.ca
OR learl@oise.utoronto.ca

The International Centre for Educational Change (ICEC) is a group of scholars and field developers within the Ontario Institute for Studies in Education of the University of Toronto, who work together to investigate, initiate, support and speak out with integrity and authority on changes and reforms in education, locally, nationally and across the world.

ICEC contains, brings together and capitalizes on the expertise and reputation of some of the world's leading scholars and researchers on educational change. Centre staff are involved in research and development projects in Canada, the United States, Hong Kong, Australia, Britain and Europe. The Centre is made up of 7 faculty from three departments and 2 field centres, as well as a number of Associates and graduate students, who work collaboratively on overlapping projects.

The Centre has produced the *International Handbook of Educational Change*, launched a new international *Journal of Educational Change* **<www.wkap.nl/journalhome.htm/1389-2843>** edited and contributed to the *1997 ASCD Yearbook, Rethinking Educational Change with Heart and Mind* which is distributed to over 250, 000 educators, and edited a new book on *The Sharp Edge of Educational Change* (Falmer Press).

The Centre's co-heads, Andy Hargreaves and Lorna Earl together hold the 2000 Canadian Education Association Whitworth Award for contributions to educational research in Canada.

The Centre staff are involved in collaborative teaching, in new courses in educational change, and in integrating graduate students into its research programs.

International Institute for Global Education (IIGE)

Director: David Selby
Department: CTL
Location: 252 Bloor Street West, Room 10-110
Telephone: 416-923-6641 ext. 2863

The Institute, a cross-departmental centre with a principal attachment to Curriculum, Teaching and Learning, was established in 1992 to contribute to the growth of global education in Canada and internationally through teaching programs, consultancy, curriculum development and research. In addition to offering courses at the initial teacher education level and at the graduate level, IIGE faculty provide professional development services for elementary and secondary schools through partnerships with school boards, other universities, national and international non-governmental organizations, United Nations bodies and ministries of education. Research and development projects include the support of global education and national curriculum renewal initiatives in countries in Central and Eastern Europe, Latin America and the Middle East and North Africa.

The Institute promotes dialogue between global educators worldwide and welcomes visiting scholars. Faculty interests include anti-discriminatory education; basic and life skills education; citizenship education; education for development; environmental education, futures education; health education; humane education; human rights education; intercultural and multicultural education; education for peace and social justice; education for international understanding; inclusive, interactive and participatory pedagogies.

The Institute houses a collection of specialist resources on global education. Pamphlets and fliers on IIGE, together with details of courses taught by IIGE faculty and lists of IIGE publications (including activity-based resources for teachers) are available from the Institute Secretary.

•The Dr. R.G.N. Laidlaw Research Centre (LRC)

Director: Jennifer Jenkins
Department: HDAP
Location: 45 Walmer Road (ICS)
Telephone: 416-934-4513

As the research division of the Institute of Child Study, the Centre conducts interdisciplinary research on child development. Participating researchers from education, psychology, social work, sociology, psychiatry, family law and other academic fields collaborate on various projects. Current investigations deal with cognitive development, math-science education, integrating children's services, exemplary kindergarten practice, family relationships and children's' adjustment, the adaptation of refugee children, increasing the effectiveness of reading instruction, the integration of special needs students, children's rights, child abuse, and self-regulatory processes in the classroom. Research facilities, computer support, conferencing, and clerical assistance are provided through the Centre. Post-doctoral fellows and graduate students participate in all aspects of Centre activities. Once a month "work in progress" seminars provide members with opportunities to share findings and receive critical feedback. A prospectus describing the priorities, research and publications of the Centre is available upon request.

•Modern Language Centre

Head: Alister Cumming
Department: CTL
Location: 252 Bloor Street West, Room 10-237
Telephone: 416-923-6641 ext. 2538
Website: www.oise.utoronto.ca/MLC

The Centre is currently undertaking a number of formal research and development projects, including work related to second-language curriculum, materials development and evaluation, second-language teaching and learning, immigrant settlement and heritage and Aboriginal language issues. The Centre's resource collection on second-language pedagogy, theory and research is located on the main floor of the OISE/UT Education Commons.

•Transformative Learning Centre (TLC)

Head: Edmund O'Sullivan
Department: AECDCP
Location: 252 Bloor Street West, Room 7-181
Telephone: 416-923-6641 Ext. 2592
E-mail: eosullivan@oise.utoronto.ca

The Transformative Learning Centre (TLC) is a unique interdisciplinary centre for the study and practice of transformative learning in adult and community education contexts. It looks at ways of combining inter-disciplinary practices, new knowledges, and alternative strategies for local and global change. Faculty interests include the transformation of contemporary educational and social paradigms; the role of learning in local and global change; and university and community partnerships in research and field development. Transformative learning "is a process of learning, whether formal, non-formal or informal which begins with the daily lived experiences of women and men living in communities. Transformative learning relates personal and structural perspectives and seeks understanding of relationships of power and knowledge...Learning implies dynamic, lifelong processes of discovering and re-discovering what we know about nature, and how we teach and learn form one another within our different environments". (Hall and Sullivan, 1994)

Objectives:
1) to strengthen the theory and practice of transformative learning in the fields of Adult Education and Environmental Learning
2) to foster joint community-university partnerships in adult education research and field development
3) to support preservice and graduate instruction in Environmental Adult and Community Education
4) to provide a means for faculty and student participation in specific national and international policy networks requiring membership from a joint community-university base
5) to provide opportunities for student research and involvement in community-based settings both locally and internationally

FIELD DEVELOPMENT ACTIVITIES

The purpose of OISE/UT's field development activities is to stimulate and facilitate beneficial change in education in Ontario, particularly to schools. OISE/UT's Office of Research and Fiel Activities administers seven regional Field Centres. Two of the centres (Ottawa and Sudbury) provide services for francophone clients.

Because of their geographical location and their close association with the schools in their region, the Field Centres provide the main focus of OISE/UT's field development effort. However, OISE/UT as a whole is committed to field development work, and many of its academic departments are heavily involved. Field centres in turn make an important contribution to graduate studies by teaching distance educatio and off-campus courses, and to research and development through local research projects.

The activities of the Field Centres are determine collaboratively by centre staff and regional representatives, taking into account regional contexts and special needs as well as the individual expertise of the centre staff. Each centre has a small staff, generally not more thar one or two people. There are consequently constraints on the assistance which the staff can offer, and they prefer activities that will hav widespread influence in their regions. Some examples of field centre activities are given in the descriptions of individual centres below.

FIELD CENTRES

The following is a list of the seven Field Centres throughout Ontario. The departments listed wit each centre currently offer off-campus courses in that region. For more information on OISE/UT courses, both off- and on-campus, contact the centre in your area.

Head, Field Division and Co-ordinator, Technology-Mediated an Off-Campus Programs:
Mr. Wayne Seller, Thunder Bay
Northwestern Centre
Telephone: 807-475-8110
Fax: 807-475-8149
Email: wseller@oise.utoronto.ca
Website:
www.oise.utoronto.ca/field-centres/

entre de recherches en éducation du ouvel-Ontario (CRENO)

311 Gemmell Street, Room 213
udbury, Ontario P3A 1G3
irecteur: Dr. Denis Haché
oordonnatrice: Mme. Liette Chaloux
éléhone: 705-560-5740
élécopieur: 705-560-3130

e CRENO dispense ses services aux ducateurs et éducatrices de langue française u Nord de l'Ontario. Ces services comprennent es cours en sciences de l'éducation aux cycles upérieurs offerts en français, ainsi que des ngagements dans des domaines de recherches ui reflètent les besoins du milieu scolaire. Les ecteurs de la formation et du développement rofessionnel, de la planification stratégique, de qualité en éducation, de l'éducation à istance, de l'amélioration scolaire, de éducation en milieu minoritaire, de la vitalité thnolinguistique et d'animation culturelle gurent parmi les activités prioritaires du centre.

lidnorthern/Northeastern Centre udbury Office

iatchell School, 31 Tuddenham Avenue
udbury, Ontario P3C 3E9
ontact: Ms. Linda Chappell
elephone: 705-674-8442
ax: 705-671-1582

ocated in Sudbury, the Midnorthern Native ocus Cente works in close cooperation and ollaboration with other centres comprising the ield Division; The Indigenous Education letwork (IEN); the Department of Adult ducation, Community Development and ounselling Psychology (AECDCP); school oards; First Nations and other Aboriginal rganizations. The faculty and research ersonnel take an integrated approach to raduate studies, research, and field evelopment using the perspectives, concepts, leas, and methods of classical sociology, the ew sociology of education and Native world iews. These guide a range of large-scale and mall-scale projects relating to equity, relevance nd excellence in education pertaining to Native hildren, youth and adults. Most graduate ourse offerings are in Sociology and Equity itudies in Education focussing on Native ducation issues. Centre faculty supervise naster's research projects, Qualifying Research apers, and both master's and doctoral theses.

•Midnorthern/Northeastern Centre North Bay Office

Canadore College, Commerce Court Campus
P.O. Box 5001
North Bay, Ontario P1B 8K9
Head: Dr. Bruce Cassie
Contact: Ms. Cathy McGuinty
Telephone: 705-474-7600 ext. 6551
Fax: 705-472-7169
E-mail: mcguintc@ccourt.canadorec.on.ca

The North Bay office offers expertise in staff development, system-wide evaluation, interdisciplinary approaches to curriculum development and implementation, business/industry/education linkages, leadership/management issues, career decision making, student problem solving, and site-based management. A special focus, in collaboration with the Sudbury office, is the establishing of links with the region's First Nations leaders. The North Bay office also works closely with the Northern Centre for Instructional Leadership (NCIL) in the areas of planned educational change and leadership, with the office providing research in initial and inservice teacher education, fieldwork, and consultation. Where demand exists, faculty teach off-campus courses in their area of specialization.

•Midwestern Centre

51 Ardelt Avenue, P.O. Box 68
Kitchener, Ontario N2C 2R5
Head: Dr. Lynne Hannay
Contact: Ms. Michelle Couperus
Telephone: 519-579-0780
Fax: 519-579-8370
Departments: CTL and TPS

Over the past six years, the Centre has been analysing changing roles of secondary school staff resulting from restructuring. Ongoing investigation of the role of department heads has contributed significant findings to both researchers and practitioners. The Centre has also been involved in facilitating action research through professional development programs based in individual boards and through graduate education.

•Northwestern Centre

Agnew H. Johnston School
145 Churchill Drive
Thunder Bay, Ontario P7C 1V6
Head: Mr. Wayne Seller
Contact: Ms. Margaret Gerry
Telephone: 807-475-8110
Fax: 807-475-8149
Departments: CTL and TPS

The Northwestern Centre focuses on assisting schools and school systems in understanding, planning and implementing change. By conducting research and field development projects with local practitioners, Centre faculty help to ensure that initiatives such as site based management, school councils, and new curriculum policy and programs are implemented in a manner consistent with the context and culture of the local jurisdictions. Through its partnerships with the Northern School Resource Alliance and to local school districts, the Centre's work in professional development focuses on the development of leadership at the school and district levels. Centre faculty teach Curriculum courses via distance education, particularly through computer conferencing.

•Centre régional d'Ottawa

60, prom. Tiverton
Nepean, Ontario K2E 6L8
Directrice: Dr. Marie-Josée Berger
Coordonnatrice: Mme. Johanne Doré
Téléphone: 613-224-0561
Télécopieur: 613-228-7074
Department: CTL

Le Centre régional d'Ottawa offre des services aux conseils scolaires de la région de l'est de l'Ontario. Ces services comportent principalement des ateliers, des consultations, des projets de recherche menés conjointement avec les conseils scolaires dans le champ des stratégies d'évaluation des apprentissages, l'examen de programmes pédagogiques, les schèmes d'expérimentation et l'analyse de données. Parmi les sujets traités, on compte entre autres les pratiques d'évaluation en salle de classe, et l'évolution des habiletés de productions écrites. Le Centre offre des cours de qualification additionnelle en lecture.

•Ottawa Valley Centre

60 Tiverton Drive
Nepean, Ontario K2E 6L8
Head: Dr. Marie-Josée Berger
Contact: Ms. Johanne Doré
Telephone: 613-224-0561
Fax: 613-228-7074
Department: CTL

The Ottawa Valley Centre serves school systems in the Ottawa Valley and as far west as the Kingston area. Activities include workshops, consultation, and joint research projects with school boards in the areas of learning assessment strategies, program reviews, and research design and data analysis. Topics of interest include alternative learning assessment strategies in the classroom, and stages of writing maturation. The Centre also offers Additional Qualification courses in Reading.

•Southern Centre

OISE/UT, 252 Bloor Street West
Toronto, Ontario M5S 1V6
Head: Dr. Jack Miller
Telephone: 416-923-6641 ext. 2633
Fax: 416-926-4744

The Southern Centre's work is primarily in three areas: the holistic curriculum, staff development, and curriculum and school change. The Centre is involved in both off-campus and on-campus research, teaching, and projects in these areas.

•Trent Valley Centre

Box 719, 633 Monaghan Road South
Peterborough, Ontario K9J 7A1
Head: Dr. John Ross
Contact: Ms. Carolyn Brioux
Telephone: 705-742-8827
Fax: 705-742-5104

The Trent Valley Centre specializes in curriculum processes. Special attention is given to the improvement of students' ability to learn from peers, student assessment, professional development programs for teachers and others, and the design of evaluation for program improvement. The Centre offers off-campus M.Ed. programs in Curriculum, Teaching, and Learning with a special interest in programs designed in collaboration with school systems to improve school practice. The Centre also offers several Additional Qualification courses each year.

FEES

To be officially registered, tuition fees must be paid. Fees are subject to change by the Governing Council of the University of Toronto.

ACADEMIC FEES STRUCTURE

Because the course of study in many graduate departments is unstructured and often cannot be described in terms of a specific number of courses, and because graduate education more often than not results from the sum of experiences encountered during the program, Graduate School fees are assessed on a program basis rather than on the number of courses taken. The fee charged for the Fall and Winter Sessions also covers the Summer Session immediately following, except for part-time Special Students and for certain degree students.

All academic programs specify a minimum period of registration defined as the shortest length of time a student must be registered in that program, on a full-time basis, in order to qualify for the degree. For master's degree students, the minimum period of registration is stated on the student's letter of acceptance. This period establishes the minimum degree fee which must be paid before graduation.

Full-time master's students, once they are past the "minimum period of registration" or have completed the required course work (whichever comes first) must continue to register on a full-time basis and pay the full-time fee until all degree requirements have been completed.

Master's students proceeding to their degree on a part-time basis register in those sessions in which they are completing course requirements for the degree. When all course requirements have been completed, they must register annually and pay the part-time fee until all other requirements have been completed.

Master's candidates must, in the session in which they complete degree requirements, pay additional fees if necessary such that in total their fees equal the minimum degree fees applicable.

NOTE: If students pay more than the minimum degree fee, because of the time taken to complete degree requirements, they will not be entitled to/issued any refund of those fees.

DEGREE FEES

The length of the program into which students are admitted predetermines the minimum total Academic Fee that they must pay prior to graduation; this fee is called the "Degree Fee".

At the time of graduation, the cumulative program fees paid by a master's student are calculated and, if the total is less than the Degree Fee, the student must pay the difference. This additional fee is most commonly charged to part-time degree students who take a heavy course load during the Fall and Winter Sessions and/or who take courses in the Summer Session. The additional fee is also most commonly charged to full-time students who accelerate their programs and finish the degree requirements in less time than the normal program length.

CALCULATION OF FEES

At the time of publication of this *Bulletin* the fees schedule for 2001/2002 is not available. In the 2000/01 academic year, the **one-year full-time** Academic Fee was as follows:

- Canadian citizens and permanent residents

M.A. & Ph.D.	$4,701
M.Ed., M.A.(T.) & M.T.	$5,819
M.A. (Child Study and Education)	$5,819
Ed.D.	$5,497

- International students (excluding the M.T. and the Child Study and Education program)

M.A. & Ph.D.	$ 8,501
M.Ed., M.A.(T.)	$12,239
Ed.D.	$12,171

NOTE: In addition to Academic Fees, students are also required to pay Incidental Fees.

For planning purposes, the calculation of fees applicable to each program is as follows:

M.ED. DEGREE CANDIDATES

The minimum program fee is 1.5 times the one-year full-time Academic Fee and is assessed for the academic year in which the program is begun including the preceding summer. Most students will normally **not** have paid the minimum program fee and will, therefore, be charged a "balance of degree fee" at the time of graduation. The balance is calculated on the individual student's pattern of study.

M.A., M.A.(T.) and M.T. DEGREE CANDIDATES

- **a six or eight half-course program**
  the minimum program fee is equivalent to the one-year full-time Academic Fee.
- **a ten half-course program**
  the minimum program fee is equivalent to 1.5 times the one-year full-time Academic Fee.
- **a twelve to sixteen half-course progran**
  the minimum program fee is equivalent to 2 times the one-year full-time Academic Fee.

ED.D. DEGREE CANDIDATES

Fees will be assessed according to the pattern o registration. However, the full-time Academic Fee is charged for the minimum period of requirec full-time study and for subsequent registrations.

PH.D. DEGREE CANDIDATES

The full-time Academic Fee is charged for the minimum period of required full-time study and fo subsequent registrations.

SUMMER STUDENTS

Students beginning their degree program in the summer pay the Summer Session fee. This fee will be in addition to the Fall and Winter Session fees charged in September.

NOTE: Students in the following specializations who are fulfilling the minimum period of full-time study during the Summer Session (May - August) will be assessed fees equal to half of the one-year full-time Academic Fee.

- The **Administrator Doctoral Cohort** specialization in the Educational Administration Program
- The **Ed.D. in Higher Education** specialization in the Higher Education Program
- The **Ed.D. for Community College Leaders** in the Higher Education Program

SPECIAL STUDENTS

Full-time Special Students pay annually the one-year full-time Academic Fee plus Incidental Fees. Part-time Special Students pay the Academic Fee for each half-course, plus Incidental Fees. In the 2000/01 academic year the Academic Fee for a half-course was $872.85 (international students, $1,835.85).

NTERNATIONAL STUDENT FEES

n accordance with the recommendations of the Ontario government, students who are not Canadian citizens or permanent residents will be charged the higher fee unless exempt on the basis of their status in Canada. (For detailed nformation on status contact Canadian mmigration authorities.)

All prospective international students will be equired to have a student authorization from a Canadian Immigration Office abroad, before they present themselves for admission to Canada. No visitor will be allowed to apply for student status rom within Canada.

n order to obtain a student authorization for study in Toronto, immigration officials abroad equire that applicants provide evidence of sufficient financial resources to support hemselves during the period of study. Estimated cost of maintenance for twelve months is between $14,000 and $17,000 plus uition fees for a minimum total of approximately $30,000.)

The University Health Insurance Plan UHIP) is a compulsory non-Academic Fee for nternational students. In 2000/01 the cost for welve months was $702.78 for a single student, $1,405.56 for a family of two, and $1,521.75 for a amily of three or more.

For more information, please contact:
The UHIP Office
Telephone: 416-978-0290
E-mail: uhip.information@utoronto.ca

LATE PAYMENT FEE

A late payment fee of $44 plus $5 for each day of delay will be assessed against any student nrolled in Fall and Winter Session courses but whose fees are not received at the Office of Student Accounts by the dates to be announced n the registration material which will be sent to tudents.

MINIMUM PAYMENT

The minimum payment of fees (for other than hose registering for only one session) consists f 60% of the Academic Fee and 100% of ncidental Fees. The due date for minimum ayment will be announced in the registration material sent to students in July. The balance of he required fees is due by January 15 without urther notice and is subject to a service charge.

REFUND OF FEES

Refund of fees, if any, will be determined by the date of receipt of a written notice of withdrawal in the OISE/UT Registrar's Office, Graduate Studies Registration Unit. There is a minimum charge for withdrawals on or after the published date for the first day of classes in the Fall and Winter Sessions. In the 2000/01 academic year the minimum charge was $164.

SERVICE CHARGES

All outstanding fees, regardless of the source of payment, are subject to a service charge first assessed on October 15. In the 2000/01 academic year the service charge was 1.5% per month, compounded.

FEES/CONVOCATION

Degree requirements for all students must be completed and fees must be paid before the appropriate dates for eligibility to convocate. Transcripts will not be issued if students have not paid in full, university housing dues, library fines, bookstore debts, or health service charges, etc., (see Outstanding Fees and Other University Obligations, below). At the time of convocation such students will, however, be allowed to participate in the ceremony and have their names appear on the convocation program.

M.Ed. students must apply to graduate by submitting an **Application to Graduate card** (see page 29, section h).

OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts and unreturned or damaged instruments, materials, and equipment):

- Statements of results and/or official transcripts of record will not be issued.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

FINANCIAL SUPPORT

Notices pertaining to awards, other than those listed here, are posted outside the OISE/UT Registrar's Office, Graduate Studies, 4th floor. In addition, a Graduate Awards Database system is available at the School of Graduate Studies, 63 St. George Street, or at Robarts Library, 40 St. George Street.

Unless stated otherwise, all values listed in this section relate to the 2000/01 academic year. Applicants should be aware that the value of an OISE/UT scholarship or graduate assistantship is not sufficient to cover tuition and living expenses. International applicants in particular should note that they will not be accepted without some proof of financial support.

OISE/UT GRADUATE ASSISTANTSHIP

To support programs of full-time graduate study OISE/UT offers financial assistance in the form of Graduate Assistantships having a work requirement involving educational research. Graduate Assistantships are a form of remuneration and financial assistance for full-time graduate students who are engaged in research- and/or field-development-oriented projects contributing to their academic and professional development. OISE/UT is committed to principles of equity in employment and particularly encourages applications from women, Aboriginal persons, racial minorities, an persons with disabilities.

Graduate Assistants at OISE/UT are represented by:
Canadian Union of Public Employees, Local 390
252 Bloor Street West, Room 8-104
Telephone: 416-926-4728

Applications will be considered on the basis of the applicant's ability to assist in research and/or field development activities. Departmental recruitment needs and seniority in the bargaining unit will be considered on an equa basis. All new applicants to a full-time degree program are eligible to apply.

Current students continuing in the same degree program should refer to the information on the application form regarding eligibility requirements. From September 2000 to April 2001, a Graduate Assistantship has a value of $9180 (plus 4% vacation pay). The value of the assistantship is determined each year.

t is important to note that an OISE/UT Graduate Assistantship is for the specified amount and does not cover payment of fees. Payment of fees is the responsibility of the student, who should be in a financial position to fulfill this obligation at the beginning of the academic year.

For application forms, write to:
OISE/UT Registrar's Office
Graduate Studies, Financial Support
252 Bloor Street West, 4th floor, Room 4-485
Toronto, Ontario M5S 1V6

Completed applications must be received in the Registrar's Office by December 1, 2001.

DEPARTMENTAL GRADUATE STUDENT FINANCIAL SUPPORT

Departments may award financial support to students for the first year of full-time M.A. study (not including the M.A.(T)., the M.T. or M.A. (ICS)) or within the first four years of study in a Ph.D. program. Accepted applicants to full-time M.A. programs, accepted applicants to Ph.D. programs and registered Ph.D. students are eligible to be considered for Departmental Support from their departments. Departmental Support is held by M.A. students for one year only; support to registered Ph.D. students is renewable up to and including year 4, subject to satisfactory performance.

n order to qualify for Departmental Support, current OISE/UT students who are applying to or already registered in the Ph.D. program must document that they have applied for at least one of the OGS or SSHRC scholarships (unless they are ineligible for both awards). This condition must be met both to receive initial Departmental Support and to have Departmental Support renewed in the case of Ph.D. students. (Note: students are responsible for consulting with Student Services about their eligibility for OGS and SSHRC scholarships.)

Applicants who are not currently in OISE/UT programs are strongly encouraged to apply for OGS and SSHRC scholarships (as eligible) simultaneously with their applications.

NOTE: As part of the phase-in of this funding policy, OISE/UT Ph.D. students can hold Departmental Support for the 2001-02 Academic Year ONLY without having applied for OGS and/or SSHRC scholarships for that year. However, to have their support renewed, students will be required to apply for OGS and/or SSHRC scholarship for the 2002-03 Academic Year.

Departmental Support can range up to $17,000. It may be awarded on a stand-alone basis or in packages which combine Departmental Support with other University of Toronto support and external awards. However, the maximum value of a package which includes any Departmental Support is $17,000. Departmental Support will not be made to students with University and/or External awards exceeding $17,000 in total. Students with Departmental Support who subsequently receive additional University support and/or External awards will have their Departmental Support reduced dollar for dollar for any excess of $17,000. This applies to all scholarships and other awards, and to any employment income derived from the University of Toronto. It does not apply to OSAP, UTAPS, or the OISE/UT Transitional General Bursary (provided the Departmental Support was included in the assessment of need), or to income from employment outside the University of Toronto.

OISE/UT SCHOLARSHIP FOR ABORIGINAL STUDENTS

The scholarship, with a value of $12,000, will be awarded annually to an Aboriginal student who will be registered on a full-time basis in a graduate degree program at OISE/UT. Aboriginal candidates (Inuit, Native, Status Indian, Non-Status Indian, Aboriginal Members of First Nations, or Métis) who are new applicants to a graduate degree program or current students continuing in the same degree program are eligible to apply. The recipient will be selected on the basis of academic merit and previous and intended contribution to his/her community. Preference will be given to new applicants to a graduate degree program.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2699
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Applications must be received by December 1. Payment of fees is the responsibility of the scholarship holder.

MARGARET I. HAMBLY MEMORIAL FUND

The Ontario Institute for Studies in Education (now OISE/UT) established the Margaret I. Hambly Fund in memory of the Institute's first Registrar. The fund is intended primarily for persons over thirty-five years of age who are residents of Canada and who are returning to continue their studies after being out of the work force for a number of years. The fellowship has a value equivalent to the annual income to a maximum of $800. Funds will be available to both full-time and part-time students. Criteria for the award will be firstly, demonstrated potential and promise of service to the educational community and, secondly, financial need. A statement pertaining to past contribution to education must accompany the application.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2699
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Applications must be received by December 1. Please include an outline of the applicant's financial position (as well as all supporting documentation for application for admission).

WILFRED RUSK WEES FELLOWSHIP

The Wilfred Rusk Wees Fellowship was established in honour of Wilfred Wees, an OISE faculty member, by his wife. The fellowship has a value equivalent to the annual income to a maximum of $1,500 per academic year. In orde to qualify for consideration an applicant must plan to study on a full-time basis, read Dr. Wees's thesis entitled "The Effect of the Form o Presentation on the Form of Reproduction of Prose Passages," and submit a 2,500-word essay on the thesis. The thesis is available fror both the OISE/UT Education Commons and the U. of T. Robarts Library.

The essay must be submitted by December 31 to:
Margaret Brennan
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2699
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

In keeping with OISE/UT's commitment to unfettered scholarship and to combating all forms of discrimination, applicants are encouraged to attend to the sociological and historical contexts in which Dr. Wees's thesis was submitted and accepted by the University o Toronto in the 1930s. Applicants are also encouraged to submit essays that consider the development of our understanding of the origins functions, and implications of racism in education, should this aspect of the thesis prov of interest to them. The fellowship will be awarded on the basis of academic merit, financial need, and the quality of the essay.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2699
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Applications must be received by December 1. Please include an outline of the applicant's financial position (as well as all supporting documentation for application for admission).

CHRISTOPHER PARKER MEMORIAL FUND

The fund was established through a foundation at the Ontario Institute for Studies in Education (now OISE/UT) to provide a one-time grant to support full-time graduate students with disabilities to enable them to continue their studies when financial emergencies occur. Under the terms of the fund, preference is given, but not limited to, students with hearing impairments. Applications will be considered as they are received.

Application forms are available from:
Margaret Brennan
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2699
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

JAMES FAIR BURSARY

This bursary was established by the Institute of Child Study in memory of Dr. Jim Fair who was associated with the Institute from 1970 to 1989. Two bursaries of $500 each will be awarded to students in the Child Study and Education program who have demonstrated financial need and who perform a service benefiting children in the Institute Laboratory School. The application deadline is September 30. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

MARGARET KIDD AWARD

The fund is designed to provide small grants (normally less than $100) to assist students in the Child Study and Education program in attending conferences that will enrich their professional education and their potential for participation and innovation in the care and education of young children. The fund was established to recognize Margaret Kidd's lifetime of professional achievement in this area.

Applications for grants are accepted in one Fall and one Winter competition. The competition is administered by the I.C.S. Leighton McCarthy Committee, which acts as the Institute's scholarship and awards committee. Awards are based on the student's record, the relevance of the proposed conference to the education and care of young children, and plans to 'report back' on the conference to the I.C.S. community. Preference is given to students in the second year of the Master of Arts in Child Study and Education program. Interested students should submit a one page proposal by October 15 or February 15 depending on the session in which they plan to attend a conference. The proposal should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

LEIGHTON MCCARTHY MEMORIAL SCHOLARSHIP

Established in 1977 by the Hope Foundation in memory of Mr. Leighton McCarthy, a former governor of the University of Toronto, who gave his residence at 45 Walmer Road to the university. This residence is now the home of the Institute of Child Study. $500 is awarded annually to one or two second-year students in the Master of Arts in Child Study and Education program. Selection is made by the Leighton McCarthy Committee of the Institute of Child Study on the basis of scholastic excellence and contribution to the life of the Institute. Financial need may also be considered.

ROBERT SETH KINGSLEY GRADUATE STUDENT FELLOWSHIPS

Established in 1998 in memory of Robert Seth Kingsley who was a student in the Laboratory School. A minimum of $500 is to be awarded to one or two students in the Master of Arts in Child Study and Education program or the Master of Arts/Master of Education in Human Development and Education program (with concentration in Special Education and Adaptive Instruction). Awards will be made to students who have completed one or more years of study, on the basis of financial need as well as potential for excellence and leadership in special education, demonstrated by an ability to work with special needs children and to integrate scholarship and practice. Applications should be directed to the Leighton McCarthy Committee of the Institute of Child Study.

ONTARIO GRADUATE SCHOLARSHIP PROGRAM

Ontario Graduate Scholarships are available to students with a high level of academic achievement. A Scholar receives $5,000 per session. Awards will be for two or three consecutive sessions. Awards are intended primarily for Canadian citizens and permanent residents. Preference is given to Ontario residents.

Application forms are available as follows:

a) For students currently enrolled in a graduate program:
osap.gov.ca/NOT_SECURE/ogs.htm
The deadline, usually late October for the following academic year, will be announced by the home department in the fall.

b) For prospective full-time graduate students:
Ontario Graduate Scholarship Program
Student Support Branch
Ministry of Education and Training
189 Red River Road, 4th floor
P.O. Box 4500, Station P
Thunder Bay, Ontario P7B 6G9
Website: osap.gov.ca/NOT_SECURE/ogs.htm

The deadline for submitting applications for the following academic year is set by the Ministry of Education and Training.

SOCIAL SCIENCES AND HUMANITIES RESEARCH COUNCIL OF CANADA DOCTORAL FELLOWSHIPS

Awards offered by the Social Sciences and Humanities Research Council of Canada are available to Canadian citizens or permanent residents of Canada living in the country at the time of application. Among these are doctoral fellowships, which had a value of $16,600 in 2000/01.

Application forms are available as follows:

a) For students currently enrolled in a graduate program: **www.sshrc.ca.** The deadline, usually mid-October for the following academi year, will be announced by the home department in the fall.

b) For prospective full-time students: **www.sshrc.ca.**

Applications must be postmarked November 15 for the following academic year.

ONTARIO ENGLISH CATHOLIC TEACHERS' ASSOCIATION SCHOLARSHIPS AND FELLOWSHIPS - $7,000

The Ontario English Catholic Teachers' Association offers three scholarships for graduate study up to amount of $10,000 each. I also offers three fellowships for Religious Studies in the amount of $10,000 each (graduate or undergraduate). These awards are available to statutory or voluntary members in good standing with the Association.

Further details and application forms are available from:
Michael Haugh
Ontario English Catholic Teachers' Association (OECTA)
65 St. Clair Avenue East
Toronto, Ontario M4T 2Y8
Applications must be submitted by April 1.

THE WILLIAM PAKENHAM FELLOWSHIPS: TWO AWARDS - $5,000 EACH

Recipients of these awards must pursue full-time study in education in the Fall and Winter Sessions in which they hold the award at the University of Toronto, or at some other university approved by OISE/UT. Applicants must be residents of Ontario, holding a bachelor's degree and a teacher's certificate valid in a Canadian province, and must submit a record of professional experience and evidence of ability to make a contribution to education in Canada as a result of further work.

Application forms are available from:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2699
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Completed applications must be received by March 15.

ONTARIO SECONDARY SCHOOL TEACHERS' FEDERATION (OSSTF) - SCHOLARSHIPS AND AWARDS

These awards, totalling $26,900 include the Brick Robb Memorial Scholarships for Educational Research, the Dr. S.G.B. Robinson Travelling Fellowship, the S. Hunter Henry Memorial Fellowship, the J.W. Ansley Memorial Award for Educational Research, the OSSTF Educational Enhancement Scholarship (for first undergraduate degree or diploma). All awards are granted only to current OSSTF members in good standing.

Further details and application forms are available from:
Scholarship Committee
Ontario Secondary School Teachers' Federation
60 Mobile Drive
Toronto, Ontario M4A 2P3

Applications must be submitted by January 31.

EMERGENCY STUDENT LOANS

Full-time students in need of financial assistance may apply for an OISE/UT Emergency Student Loan. Consideration will be given only to applicants who face critical financial situations of an emergency nature. Applicants must demonstrate that the need was unanticipated and that they have the ability to repay the loan in a timely manner.

For more information, contact:
OISE/UT Student Services Office
Graduate Financial Awards
252 Bloor Street West, 5th floor, Room 5-105
Toronto, Ontario M5S 1V6
Telephone: 416-923-6641 ext. 2699
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca

Part-time students should apply to the OISE/UT Graduate Alumni Association Emergency Fund.

For information and application forms, contact:
Prof. John Davis
Department of Theory & Policy Studies in Education.
Telephone: 416-923-6641 ext. 2757
Fax: 416-926-4741
E-mail: jdavis@oise.utoronto.ca

STUDENT SERVICES AND FACILITIES

On the following pages is brief information abou some of the student services and facilities available at OISE/UT and at the University of Toronto. Information on all major student services and facilities is provided in the handbook, **'Getting There'**. which is given to all students at registration. It describes the Career Counselling and Placement Centre, Hart House activities, the Health and Housing Services, the International Student Centre, the work of the University Ombudsperson, and the services of the Graduate Students' Union.

OISE/UT SERVICES AND FACILITIES

EDUCATION COMMONS

In partnership with academic programs and research initiatives, the Education Commons provides the services traditionally associated with libraries, distance learning, computing, and media centres to meet the information and technology needs of the OISE/UT community. At the main campus and through field operations in person and through electronic means, the Education Commons seeks to provide "one-stop shopping" for "knowledge" services. It supports and promotes the use of technology, including computers and multimedia, in all aspects of OISE/UT activity.

Users will have access to:

- a specialized collection in the field of education including:
  - extensive reference materials
  - over two thousand journal titles
  - complete microfiche holdings of the ERIC and ONTERIS document series.
  - materials on teaching the theory and methodology of curriculum from preschool through adult levels
  - Ministry of Training, Colleges and Universities documents
  - school board curriculum materials, textbooks and content resources used in Ontario schools
  - a representative collection of children's literature
  - a varied and extensive collection of computer software, video-tapes, films, slides, kits, cassettes and other materials

specialized collections of modern language, Franco-Ontarienne and women's materials many electronic sources, including CD-ROMs, online databases and electronic full-text journals.

collection of over 8 million items located in the umerous libraries of the University of Toronto ibrary System

wide range of Internet resources including emote library catalogues

eference assistance in accessing information r their courses, research or practice teaching ssignments

omprehensive instruction in the use of online atalogues, the searching of electronic atabases and the location of education esources on the Internet

variety of computers which support standard roductivity tools, specialized research oftware, and teaching/learning resources

ice-to-face and mediated learning pportunities, and telephone and in-person user upport, for goals including technology peration, software use, and the educational pplication of technology

variety of multimedia production and viewing esources, including support for elecommunications, interactive video and omputer graphics

arning opportunities and knowledge through echnology-mediated program delivery, lectronic conferencing systems, e-mail and the Vorld Wide Web

ther university resources to meet their formation and technological needs.

Iore information on how the Education ommons and its staff can support your work at ISE/UT can be obtained from the main site of e Education Commons at 252 Bloor Street Vest, or at any of its other sites throughout ISE/UT.

Location: 252 Bloor Street West, 3rd Floor
Hours: Contact the following areas
Telephones:

- Education Commons Reception
  416- 923-6641 ext. 2763
- Information Resources and Services
  Circulation Desk: 416- 926-4719
  Reference Desk: 416- 926-4718

Website: www.oise.utoronto.ca/ec

GRADUATE STUDENTS' ASSOCIATION

The Graduate Students' Association (GSA) of OISE/UT is the official graduate student government at OISE/UT and is affiliated with the Graduate Students' Union of the university. **All** OISE/UT graduate students are members of the GSA. It is an advocacy group which lobbies on behalf of students in any and all social, cultural, and political events of interest to students. The GSA promotes and coordinates activities of students in the various departments and decision-making bodies of OISE/UT.
Location: 252 Bloor Street West, Room 8-105
Telephone: 416- 923-6641 ext 4724
E-mail: gsa@oise.utoronto.ca

INDIGENOUS EDUCATION NETWORK (IEN)

The IEN is a self determining organization founded, within OISE/UT in 1989, by Aboriginal students. It provides an Aboriginal presence at OISE/UT and a forum for discussion on issues relating to Aboriginal education and research. The IEN includes an Aboriginal Student Caucus which is a peer support group providing direction to the IEN. Co-chairs representing both faculty and students lead the IEN.

The IEN supports Aboriginal students and their study interests in education while at OISE/UT; promotes Aboriginal education; advances research on Aboriginal issues in relation to education; and supports the development of Aboriginal curriculum at all levels of education. IEN is comprised of Aboriginal students, alumni, and faculty in initial teacher education and graduate studies in all departments at OISE/UT plus non-Aboriginal faculty and students interested in Aboriginal education and research.

The IEN invites interested faculty and students to participate in its network.
Location: Room 7-191, 252 Bloor Street West
Telephone: 416- 923-6641 ext. 2286
E-mail: ien@oise.utoronto.ca
Website:
www.oise.utoronto.ca/other/ien/ienpage.html

INTERNATIONAL STUDENTS

International Students

A special effort is made to welcome students from abroad and to meet their special needs. On one hand, the Canadian student benefits greatly from the opportunity to work, formally and informally, with educators from other countries. On the other, we consider it an honour and an obligation, in a world so rapidly decreasing in size, to make our resources available insofar as we can, to students who plan to return to their own countries on completion of their studies. Major essays or other individual projects constitute an important part of each course. Wherever possible, international students are encouraged to select topics which will permit them to explore systematically the possible implications that the concepts under discussion have for their home situation. In addition, within the Collaborative Program in Comparative, International, and Development Education many courses are offered which deal specifically with educational issues in non-Canadian contexts, and which are particularly suited to international students.

INTERNATIONAL STUDENTS' ASSOCIATION (ISA)

OISE/UT's International Students' Association (ISA) arranges "buddies" for incoming students from abroad; holds an orientation meeting and monthly luncheon meetings for academic and cultural exchange, and holds social and cultural events and activities. It works jointly with other organizations to serve international students interests and represents international students on committees and councils established at OISE\UT. It helps international students become inextricably woven into the fabric of the OISE\UT community. The ISA represents the international students' perspective on issues, concerns and problems that require a collective solution and looks into the specific needs of the international students. The ISA is also represented on the GSA General Council.
Location: 252 Bloor Street West, Room 8-107
Telephone: 416- 926-4733
E-mail: isa@oise.utoronto.ca

KIDSPACE INC. DAYCARE

Kidspace Inc. Day Care is a non-profit centre that provides daycare for children of staff, students, and faculty at OISE/UT. Kidspace is licensed to care for a maximum of 24 children between the ages of two-and-a-half and five. The children are cared for by qualified teachers who provide group and individual activities designed to promote gross and fine motor skills, language development, cognitive skills, and social and emotional growth. Children wishing to attend Junior or Senior Kindergarten are accompanied to Huron Public School in the afternoon.

Kidspace is open Monday to Friday from 8:00 a.m. to 6:00 p.m. Part-time care is available. Fee subsidies are available but must be applied for to the Metro Toronto Children's Services Department.

Location: 252 Bloor Street West, 1st Floor
Telephone: 416-926-4702.
Fax: 416-926-4725
E-mail: rrakoff@oise.utoronto.ca

OISE/UT ALUMNI ASSOCIATION

The OISE/UT Alumni Association is located in the Development and Alumni Affairs Office.
Contact: Alumni Development Officer
Location: 252 Bloor Street West, Room 12-101
Telephone: 416- 923-6641

RESEARCH CONSULTING SERVICE

The Department of Curriculum, Teaching and Learning provides a free consulting service to OISE/UT students and staff involved in research projects. Consultation topics may include research methodology, questionnaire design, data processing, graphics, qualitative analysis techniques, statistical procedures, software use, results writeup, etc. Short non-credit workshops are offered on research-related software: data entry, SPSS, and qualitative software packages. Appointments must booked in advance by calling the number above, while drop-in advice is available daily in the Education Commons lab #6 between 3:00 and 4:00 p.m weekdays.
Head: Susan Elgie
Location: 252 Bloor Street West, Room 11-250
Hours: Drop-in advice - 3:00 to 4:00 p.m.
Monday to Friday in lab #6, Room 3-320
Telephone: 416- 923-6641 ext. 2601
E-mail: resconsult@oise.utoronto.ca

STUDENT SERVICES OFFICE (OISE/UT)

The Student Services Office provides individual student counselling on financial matters, loans and bursaries. The primary purpose of the Student Services Office is to support and enhance the development of students as they proceed through their academic and professional training at OISE/UT. Special services to students with a disability are coordinated through this office.

Academic Director: Prof. Tara Goldstein
Acting Academic Director (2000/01): Bob Phillips
Manager: Allan Shatsky
Location: 252 Bloor Street West, Room 5-103
Telephone: 416- 923-6641 ext 8157
Fax: 416- 926-4765
E-mail: stuserv@oise.utoronto.ca
Website: fcis.oise.utoronto.ca/~stuserv

UNIVERSITY- WIDE SERVICES AND FACILITIES

ABORIGINAL STUDENT SERVICES AND PROGRAMS - FIRST NATIONS HOUSE

First Nations House, located in the Borden Building North at 563 Spadina Avenue, houses the Office of Aboriginal Student Services and Programs (OASSP), founded in 1992, and the Native Students Association. The House provides culturally supportive student services and programs to Aboriginal students at the University of Toronto. Leadership, spiritual growth and academic excellence is the motto of First Nations House.

First Nations House provides a home for Aboriginal people on campus, a place for the Native community in Toronto to interface with the university, and a place where the university community can learn about Native people.

For more information please contact:
The Office of Aboriginal Student Services and Programs
First Nations House
563 Spadina Avenue, Third Floor
University of Toronto
Toronto, Ontario M5S 1A1
Telephone: 416- 978-8227
Fax: 416- 978-1893

ACCOMMODATION AND COST OF LIVING

The following figures represent the minimum costs for a single student living in Toronto for twelve months in 2000/01, excluding tuition:

ITEM	$
Rent	5,200
Food	3,800
Clothing	650
Books	750
Health insurance (UHIP) (for international students)	587
Dental Insurance	130
Local transportation	370
Miscellaneous:	3,500
TOTAL	14,987

Student Housing

Most of the University's students live at home in Toronto. The balance are divided equally between those who reside on campus in a student residence and those who locate off-campus accommodation within approximately 30 to 45 minutes travel time from classes. The University of Toronto Housing Service in the Koffler Student Services Centre serves as a year-round source of up-to-date off-campus housing and residence information as well as other information a student might need to assist in locating and arranging suitable student housing. Students needing more information regarding their student housing options should contact the Housing Service.
Student housing information is available on the Internet at: www.library.utoronto.ca/www/housing_service/

On-Campus Residences

Residences for single, graduate and undergraduate students are located on all three campuses of the University. You should contact the residence directly to inquire about application. At the Housing Service on the St. George campus, students may use the Residence Information Terminal to view photographs and get information for the residences on all three campuses. If you are unable to get the information you need on the Internet, contact the Housing Service at the address on the following page.

The following three residences provide accommodation for graduate students and range in cost from $4,300 to $8,800 depending on whether meals are provided.

St. George Graduate Student Residence

321 Bloor Street West
Toronto, Ontario M5S 1S5
Telephone: 416-978-4885
Women and men; apartment style with shared kitchens.

Massey College

4 Devonshire Place
Toronto, Ontario M5S 2E1
Telephone: 416-978-2891
Women and men; traditional residence with compulsory meal plan. Acceptance by election. Application deadline is May 1.

Graduate House

Telephone: 416-923-6641 ext. 8157
Fax: 416-926-4765
E-mail: stuserv@oise.utoronto.ca
Website:
www.sgs.utoronto.ca/residencegradtwo
Graduate/second entry students only, co-ed, apartment-style with kitchens.

Family Housing

Family housing is available in 710 apartments on the St. George campus and in 84 apartments on the Erindale campus. Priority for the unfurnished, university apartments is given to student families. The term “family” refers to students residing with their dependent children and to childless couples in a permanent relationship. Waiting periods for these apartments may vary depending on the time of year and the type of apartment requested, so it is advisable to apply as soon as a student is seriously considering attending the University. Students may submit an application for Family Housing **before** being given an offer of admission to the University. Contact Family Housing at the University Housing Service to receive an information/application package.

Off-Campus Housing

Each campus Housing Service maintains lists of available off-campus housing advertised by city landlords and by students seeking others to join them. Students who are looking for off-campus housing use the lists of advertisements displayed in their Housing Services as they would the classified section of a newspaper locating accommodation to meet their needs while staying in temporary housing which they arrange in advance of their arrival. At the Housing Service on the St. George campus, students may also search on-line by type(s) of accommodation, area(s) of the city, and price range desired. The Housing Service at the Koffler Student Services Centre will provide a lis of temporary accommodation on request.

For the Fall and Winter academic sessions, som students rent their long-term housing from August 1 or October 1, avoiding the September occupancy date which is popular with students at most post-secondary educational institutions in the city. Housing is usually advertised about four to six weeks in advance of the date it becomes available for occupancy and it generally takes one to three weeks for a studen to locate suitable accommodation, depending o the type of housing desired and budget.

NOTE: Since accommodation is not inspecte the quality cannot be estimated or guaranteed. Therefore it is very important for students to meet with the landlord and inspect the premises before entering any agreement.

Cost of Student Housing - Residence, Family Housing and Off Campus

As a guideline, for the 2000/01 school year, the cost of residence with a full meal plan was approximately $5,500 to $6,300 for the eight-month, academic year. Modified meal plans are available in some residences. After paying an initial deposit, the balance of fees are usually paid in two installments at the beginning of each of the four-month Fall and Winter sessions. Ren for the bachelor, one- or two-bedroom units located in the Student Housing Complex located at 30/35 Charles St. West ranges from approximately $460 to $752 depending on the size of the unit, and is payable monthly. Rooms in shared houses or apartments off-campus generally cost students $350 to $500 per month. However, a student requiring a private apartmen off-campus usually pays $500 to $650, $600 to $750, and $750 to $1,000 for a bachelor, one- or two-bedroom unit respectively. A three-bedroo house will usually rent for $1,100 to $1,400.

lore information can be obtained from:

niversity of Toronto Housing Service
t. George Campus
offler Student Services Centre
14 College Street
oronto, Ontario M5T 2Z9
elephone: 416-978-8045
ax: 416-978-1616
-mail: housing.service@utoronto.ca
ebsite: www.library.utoronto.ca/www/housing_service/

AREER CENTRE

he Career Centre offers a Résumé Clinic, areer Information Library, Extern Program - hadow a career of interest, volunteer listings, mployment listings - part-time, temporary, ummer, full-time, Graduate Dossier Service, areer counselling (by appointment), career anagement workshops, Student Outreach ffice, JOBS Canada Database, Career Fairs nd information panels.
ocation: Koffler Student Services Centre 214 College Street, Toronto, Ontario M5T 2Z9
elephone: 416-978-8000
ebsite: www.careers.utoronto.ca

OMMUNITY SAFETY COORDINATOR

he Community Safety Coordinator is esponsible for coordinating ongoing education nd outreach initiatives directed at improving ersonal safety and security on campus. The osition also involves case management and olice liaison on behalf of persons reporting iolence, and the coordination of the University's ersonal safety programs. The Coordinator orks closely with the complementary services rovided by other equity officers, faculty and taff associations, various campus groups and e Office of Student Affairs.
ocation: 581 Spadina Avenue
elephone: 416- 978-1485
ax: 416- 978-1099
ebsite: www.campuslife.utoronto.ca/services/police.html

IS*ABILITY* SERVICES FOR STUDENTS

he mandate of DIS*ABILITY* Services for tudents is to facilitate the inclusion of students ith disabilities and chronic health conditions nto university life. Students first meet with an ntake counsellor to discuss their individual eeds. Where appropriate and for those eligible, tudents may then be referred to one of the rofessionals on staff, such as the Adaptive Equipment Consultant, Learning Disability Specialist, Psychologist or Occupational Therapist to establish strategies and determine accommodations for academic success. All discussions are confidential and information is disclosed only with permission of the student.

Koffler Student Services Centre
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416- 978-8060, (Voice)
T.D.D.: 416- 978-1902
Fax: 416- 978-8246
E-mail: special.services@utoronto.ca
Website:
www.library.utoronto.ca/www/equity/ssd.htm

FAMILY CARE ADVISOR

The Family Care Office offers assistance with issues faced by students, staff and faculty who are balancing family responsibilities with educational and career pursuits. The Family Care Office can help you access the most appropriate on or off campus services to meet the needs of your family, whether the issue is family law or marital counselling, play groups or day care for adults with Alzheimer disease.
Location: 214 College Street
Telephone: 416- 978-0951
Fax: 416- 946-5466
E-mail: family.care@utoronto.ca
Website: www.library.utoronto.ca/familycare

HART HOUSE

All OISE/UT students are automatically members of Hart House. Come in and enjoy a wide variety of social, cultural and athletics programs - indoor track, swimming pool, Nautilus circuit, fitness and instructional classes, remarkable art gallery, fantastic music and free concerts, great debates and 30+ clubs and committees from bridge to yoga. All in one magnificent building that is open to welcome you 365 days a year. Travel to Hart House Farm in the Caledon Hills.

Enjoy fresh food in the Arbor Room, an excellent lunch or Sunday brunch in the Gallery Grill, book an event or meeting (the catering service is unsurpassed), or simply find a quiet place to read or relax. Make Hart House your 'home away from home'.
Telephone: 416- 978-2452
Website: www.utoronto.ca/harthouse

HEALTH SERVICES

Medical and psychiatric services are available at the University Health Services, Koffler Student Services Centre, 214 College Street. The Medical Clinic also offers its services to spouses or partners. Sports injury services are under the auspices of the Department of Athletics and Recreation 416-978-7376).

All students need health insurance coverage - for example, OHIP, other provincial plans, CIDA, Commonwealth, UHIP, or other private insurance plan. Students with no health insurance are responsible for health care costs of visits, lab work, etc. **The University Health Insurance Plan (UHIP) is compulsory for international students.** Please contact the International Student Centre (see below) for UHIP information.

University Health Services
Koffler Student Services Centre
214 College Street
Telephone:
- Medical Clinic, 416-978-8030
- Psychiatric Division, 416-978-8070
- Sports Injury, 416-978-7376

E-mail: health.services@utoronto.ca
Website: www.utoronto.ca/health

INTERNATIONAL STUDENT CENTRE (ISC)

All members of the university are invited to use the facilities and services of the Centre and take part in ISC programs. Services include: counselling and assistance with problems arising from cultural differences, information about work or study opportunities abroad and English conversation classes. Services especially for international students include a reception service and orientation events for newcomers and ongoing assistance with a variety of non-academic concerns (e.g. immigration, health insurance [UHIP], tax). ISC also organizes socio-cultural activities such as trips, cultural evenings, international days, career and scholarship information sessions, etc.
Location: 33 St. George Street
Toronto, Ontario M5S 2E3
Telephone: 416- 978-5646
E-mail: isc.information@utoronto.ca
Website: www.library.utoronto.ca/www/isc/

INTERNATIONAL STUDENT EXCHANG OFFICE

Students from all faculties and departments are encouraged to participate in the international ar Canadian exchanges offered through the International Student Exchange Office.

International exchanges include universities in the following countries: Australia, Barbados, China, France, Germany, Italy, Jamaica, Japan, New Zealand, Singapore Sweden, Taiwan, Trinidad, the United Kingdom and the United States.
Canadian exchanges include; McGill University, McMaster University, Queen's University, Université Laval, Université de Montreal, University of Alberta, University of British Columbia, University of Waterloo, and th University of Western Ontario.

All students accepted into CANEX, the Canadia exchange program, are eligible to apply for the CANEX Bursary. All students accepted into an international exchange program are eligible to apply for the International Student Exchange Bursary. Additional awards are available for some exchanges. For more information and application forms, contact:

International Student Exchange Office
Koffler Student Services Centre, Room 202
214 College Street
Toronto, Ontario M5T 2Z9
Telephone: 416-946-3138
Fax: 416-978-6110
E-mail: student.exchange@utoronto.ca
Website: www.utoronto.ca/student.exchang

LESBIAN, GAY, BISEXUAL, TRANSGENDERED, QUEER RESOURCES AND PROGRAMS OFFICE

The University of Toronto is committed to providing equality and opportunities for all, by providing a safe, welcoming, working and learning environment that is free of discrimination and harassment against lesbians gays, bisexuals, transgendered and queer people. All students, employees and alumni of the University are entitled to enjoy the services, facilities, resources and opportunities offered b the University with the same freedom as heterosexuals.
Location: 214 College Street, Room 307
Telephone: 416- 946-5624
Fax: 416- 971-2037
E-mail: lgbtq.resources@utoronto.ca
Website: lgbtq.resources/utoronto.ca

RACE RELATIONS AND ANTI-RACISM NITIATIVES OFFICE

Established as a permanent office in January 1993, the Race Relations and Anti-Racism nitiatives Office serves the three campuses of the University under a mandate that includes responsibility for dealing with discrimination and harassment on the basis or race, ancestry, place of origin, colour, ethnic origin, citizenship or creed.

Location: 45 Wilcox Street
Telephone: 416- 978-1259
Fax: 416- 978-1081
Website:
www.library.utoronto.ca/www/equity/rrr.htm

SEXUAL HARASSMENT OFFICE

Sexual harassment is unwanted sexual attention and includes any unwelcome pressure for sexual favours, or any offensive emphasis on the sex or sexual orientation of another person which creates an intimidating, hostile or offensive working or learning environment. The Sexual Harassment Office deals with complaints under the University's *Policies and Procedures: Sexual Harassment*. The policy covers complaints of harassment based on sex or sexual orientation, sets out a formal resolution procedure and provides for mediation, counselling and public education. Members of the university may also contact the office on an informal basis for nformation or assistance in resolving an issue. Calls to the office, and the complaints procedure itself, are confidential.

Location: 40 Sussex Avenue, 3rd floor
Telephone: 416- 978-3908
Fax: 416- 971-2289
Website:
www.library.utoronto.ca/www/equity/sxh.htm

STATUS OF WOMEN OFFICE

The Status of Women Office was established in 1984 in order to address inequities experienced by women at the University and to promote policy development in areas of particular relevance to women. The mandate of the Status of Women Office encompasses the improvement of the status of all women in the University community (students, staff and faculty). This involves the identification and removal of systemic and other barriers, which in turn necessarily involves changes in policy, practice and attitude.

The Status of Women Office produces an electronic newsletter (Women on the Wire - WOW) with information on events and brief articles on issues and topics of interest. WOW can be accessed through the website of the Status of Women Office, the Equity Issues Advisory Group or the University of Toronto.

Location: Office of the President, Simcoe Hall
Telephone: 416- 978-2196
Fax: 416- 971-2295
E-mail: status.women@utoronto.ca
Website: www.library.utoronto.ca/wow/
OR
www.library.utoronto.ca/www/equity/stw.htm

POLICIES AND REGULATIONS

NOTE: Students should consult the 2001/200 School of Graduate Studies Calendar when it becomes available, or visit the website **<www.sgs.utoronto.ca>** for full details on the following policies and for additional Policies and Regulations governing graduate studies at the University of Toronto, e.g.:

- Research Ethics
- Code of Behaviour on Academic Matters (which includes offences such as plagiarism)
- Code of Student Conduct
- Intellectual Property

GRADING PRACTICES

The OISE/UT Graduate Studies Grading Practices falls within the general framework of the University of Toronto School of Graduate Studies (SGS) grading system, and has the following features:

A. Evaluation Procedures

1) As early as possible in each course, and no later than the final date to enrol in courses, th instructor will make available to the class the methods by which student performance will be evaluated and the relative weight of these methods.

2) After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course.

3) Commentary, appropriate in the instructor's judgment, on assessed work, other than final examinations, and time for discussion of it will be made available to students. Commentary, appropriate in the instructor's judgment, on final examinations and time for discussion of i will be made available to students at their request.

4) The deadline for submission of papers will be determined by the instructor to allow for sufficient time to meet the University of Toronto School of Graduate Studies grade submission deadlines.

) Grades are to be determined on the basis of the instructor's best judgment according to the evaluation procedure established in the course. The assigning of grades is solely the instructor's prerogative and will not be based on any system of quotas.

) Should a dispute over an academic or procedural matter relating to a grade not be resolved through the recommended channel of discussions with the instructor and within the OISE/UT department, the student may make an appeal through the Associate Dean of Division II of the School of Graduate Studies (see Student Appeals on the following page).

Any student whose work is judged to be unsatisfactory by OISE/UT may be required to withdraw at any time.

3. Conditions for Final Standing

) The grading system has a primary classification of **A**, **B**, and **FZ**, which have the following meanings:

A: original work, very well organized and expressed, sound critical evaluations, clear command of techniques and principles of the discipline, etc.

B: good grasp of the topics, accurate knowledge, some evidence of critical evaluation, ability to synthesize and to discriminate relevant issues, etc.

FZ: glaring inaccuracy and confusion, little or no grasp of techniques and principles, trivial and irrelevant treatment of topics; in general, a failure to demonstrate the minimal knowledge and skills for effective work in the discipline.

2) The instructor is asked to make secondary distinctions within the first two classes, **A** and **B**, by using **+** and **-** to signify a grading within each class from high to low, and will assign a letter grade of A+, A, A-; B+, B, B-; or FZ.

3) A small number of graduate courses, graded as Credit/No Credit (CR or NCR) are offered at OISE/UT. Such courses must have the prior approval of OISE/UT and the School of Graduate Studies before they can be offered in this manner.

The School of Graduate Studies defines the following non-grade course reports that may appear on transcripts. All grade revisions must be submitted to the School of Graduate Studies according to these revised grading procedures.

INC-Incomplete: May be assigned by the Associate Dean when a grade has not been submitted to the School of Graduate Studies by the appropriate deadline. It may also be assigned by a graduate unit review committee on the basis of incomplete course work upon an instructor's recommendation in special circumstances (e.g., medical reasons or when there are no grounds for assigning a failing grade).

The instructor may replace the INC by a regular grade within eight months following the end of the session in which the course is offered. If the incomplete is not replaced by a regular grade within this period of time, the INC becomes a final report.

IPR-In Progress: Assigned by the instructor as the report for a course that is continued in a subsequent session or program. The final grade for the course will appear only once and only for the last enrolment period. IPR carries no credit for the course and is not considered for averaging purposes.

WDR-Withdrawal without academic penalty: Assigned, when there are extenuating circumstances, by the departmental review committee upon approval of a student's request for a late withdrawal from a course. It carries no credit for the course and is not considered for averaging purposes.

XMP-Exemption: Granted on the basis of credit for work done elsewhere. It carries credit for the course but is not considered for averaging purposes.

NOTE: An Incomplete or Failed course may be taken again, but a course resulting in a passing grade cannot be repeated.

STUDENT APPEALS

Should a dispute arise over an academic or procedural matter, OISE/UT and the university offer students a formal appeals procedure.

The student appeals process consists of five levels:

1. The first level involves dialogue with the immediate source of the disagreement (typically the instructor).
2. If the appellant is not satisfied, a formal appeal can be made to the appropriate OISE/UT department or unit.
3. If a satisfactory resolution at this level cannot be found, further appeals may be made through the Associate Dean of Division II of the School of Graduate Studies.
4. Subsequently, cases may be taken to the Applications and Memorials Committee of the School of Graduate Studies **no later than six months** after the decision being appealed has been communicated in writing to the appellant. Instructions and forms for an appeal may be obtained from the Secretary of the School of Graduate Studies' Council.
5. Should the problem still not be resolved, a notice of appeal should be filed by the student with the secretary of the Governing Council's Academic Appeals Committee of the University of Toronto in accordance with its guidelines and procedures. This must be done **within ninety days** of the decision from which the appeal is being taken, and the communication of that decision in writing to the appellant.

Further information on the appeals procedures is available from the OISE/UT Registrar's Office, Graduate Studies Registration Unit, or from a department chair. See also the School of Graduate Studies Calendar. At any stage, students have the right to appeal to:

The Office of the Ombudsperson
University of Toronto
Fields Institute Building
222 College Street, Suite 161
Toronto, Ontario M5T 3J1
Telephone 416-978-4874

OUTSTANDING FEES AND OTHER UNIVERSITY OBLIGATIONS

The following academic sanctions will be imposed on students who have outstanding financial obligations to OISE/UT and the university (including fees, residence charges, library fines, loans, bookstore debts, health service accounts, and unreturned or damaged instruments, materials, and equipment) See als page 245.

- Statements of results and/or official transcripts of record will not be issued.
- Registration will be refused to a continuing or returning student. Payments made by continuing or returning students shall be applied first, to outstanding OISE/UT and university debts and second, to current fees.

ACADEMIC STAFF as of January 2001)

Please consult individual departmental sections for academic details and interests of staff - AECDCP (page 42); CTL (page 74); HDAP (page 133); SESE (page 164); TPS (page 183)

Abbey-Livingston, Diane, AECDCP
Acker, Sandra, SESE, TPS
Adeleye-Fayemi, Bisi , AECDCP
Ahia, Francis, CTL
Aitken, Johan L., CTL
Alexander, William E., AECDCP
Allen, Guy, CTL
Alvi, Sabir A., AECDCP
Ammons, William, HDAP
Anderson, Andy, CTL
Anderson, Stephen, TPS
Antone, Eileen, AECDCP
Arnold, Mary Louise, HDAP
Astington, Janet, W. HDAP
Atkinson, Lesley, HDAP
Axelrod, Paul, TPS

Bagby, R. Michael, AECDCP
Barnes, Rosemary A., AECDCP
Baryshrik, Janice, HDAP
Bascia, Nina, TPS
Baum, Nehama, HDAP
Beattie, Mary, CTL
Beatty, David J.F., AECDCP
Beck, Clive M., CTL
Begley, Paul T., TPS
Bélanger, Nathalie, CTL, SESE
Bencze, John Lawrence, CTL
Benner, David G, HDAP
Bennett, Barrie, CTL
Benson, Nancy, HDAP
Bereiter, Carl, HDAP
Berger, Marie-Josée, CTL
Bernhard, Judith, HDAP
Bickmore, Kathy, CTL, SESE
Biemiller, Andrew, HDAP
Bildfell, Gale, AECDCP
Blanchard, Ray, AECDCP
Bogdan, Deanne, CTL, TPS
Bohr, Yvonne, HDAP
Booth, David, CTL
Bowers, Arnold, CTL
Boyd, Dwight R., SESE, TPS
Brecher, Diana R., AECDCP
Brown, Russell M., CTL
Bruto, Venera, HDAP
Burstow, Bonnie, AECDCP
Byrne, P. Niall, TPS

Cameron, Linda, CTL
Campbell, C. Elizabeth, TPS
Cappell, Howard, AECDCP
Caravias, Mary, HDAP
Carney, Patrick, AECDCP
Caspary, Art, HDAP
Cassidy, Anne, HDAP
Cassie, J.R. Bruce, AECDCP
Caswell, Bev, HDAP
Chen, Charles P. , AECDCP
Childs, Ruth A., CTL
Churchill, Stacy, CTL
Cohen, Rina S., CTL
Cole, Ardra, AECDCP
Cole, Ester, HDAP
Colvin, William, AECDCP
Comay, Julie, HDAP
Comuzzi, Catherine M. , AECDCP
Conle, Carola, CTL
Connelly, F. Michael, CTL
Cooper, Karyn, CTL
Corson, David J., CTL, TPS
Corter, Carl, HDAP
Cumming, Alister, CTL, HDAP
Cummins, James P., CTL
Cusimano, Michael, TPS

Danesi, Marcel, CTL
Darroch-Lozowski, Vivian, CTL
Datnow, Amanda, TPS
Davie, Lynn E., CTL
Davis, John E., TPS
Dehli, Kari, SESE
Dei, George J. S., SESE
Diamond, C. T. Patrick, CTL
Dillabough, Jo-Anne, CTL
Draper, James A., AECDCP
Ducharme, Joseph, HDAP
Duffy, J. D., CTL
Durand, C., HDAP

Earl, Lorna M., CTL, TPS
Eichler, Margrit, SESE
Evans, D. Mark, CTL

Fantus, Ellen, HDAP
Farrell, Joseph P., AECDCP, CTL
Ferrari, Michel, HDAP
Feuerverger, Grace, CTL
Fisher-Brillinger, Margaret, AECDCP
Fitznor, Laara, AECDCP, CTL, SESE
Flint, Betty, HDAP
Folson, Rose Baaba, SESE
Ford, Maureen, TPS
Fountain, Angela, HDAP
Fraser, Don, CTL
Freeman, S., HDAP
Frenette, Normand J., CTL
Friedland, Judith, HDAP
Fullan, Michael, SESE

Gagné, Antoinette, CTL
Galbraith, Donald I, CTL
Gallagher, Kathleen, CTL
Gamlin, Peter, AECDCP
Garth, David, CTL
Gérin-Lajoie, Diane, CTL
Geva, Esther, CTL, HDAP
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Gillis, J. Roy, AECDCP
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Giroux, Roy F., TPS
Gitari, Wanja, CTL
Goldstein, Tara, CTL
Graham-Clay, Susan, AECDCP
Grimes, Catherine, HDAP
Guttman, Mary Alice, AECDCP

Haché, Denis, TPS
Halewood, C., HDAP
Hall, Budd L., AECDCP
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Hamstra, Stanley John, TPS
Hanna, Gila, CTL
Hannay, Lynne, CTL, TPS
Hansen, Janice, HDAP
Hardacre, Jennifer, HDAP
Hargreaves, Andrew, TPS
Harley, Birgit, CTL
Harvey, Edward B., SESE
Hatton, Michael J., TPS
Hayhoe, Ruth ES., TPS
Heller, Monica, SESE
Henderson, G.E., CTL
Hennessy, Carol, HDAP
Hersen, R., HDAP
Hewitt, James G., CTL
Hickcox, Edward S., TPS
Hicks, Ruthann, HDAP
Hidi, Suzanne E., CTL
Hildyard, Angela, HDAP, TPS
Hilliard, Robert, TPS
Hodson, Derek, CTL
Holloway, Robin, HDAP
Horsman, Jennifer, AECDCP
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Hundey, Ian, CTL
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Iseke-Barnes, Judy, SESE

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Jenkins, Jenny, HDAP
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Jones, Glen A., TPS
Jordan, Anne, CTL, HDAP
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Knowles, J. Gary, AECDCP
Kokai, Maria, HDAP
Kooy, Mary, CTL
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Kosnik, Clare, CTL
Kuzmich, Natalie, CTL

Labrie, Normand, CTL
Laiken, Marilyn, AECDCP
Lam, Tony C.M., CTL
Lang, Daniel W., TPS
Lapkin, Sharon, CTL
Lau, Mark, AECDCP
Lawton, Stephen B., TPS
Lee, Patrick, HDAP
Leithwood, Kenneth A., TPS
Leitner, Karen, HDAP
Lenskyj, Helen, SESE
Levine, David, TPS
Lewis, Marc, HDAP
Lindsay, Peter, HDAP
Lingard, Lorelei, TPS
Link, Nancy, HDAP
Livingstone, David W., AECDCP, SESE
Lockyer, Linda, HDAP
Logan, Robert K. CTL
Lojkasek, Mirek, HDAP

MacDonald, Patti, HDAP
Mackay, Sherri, HDAP
Maddocks, Sarah E. , AECDCP
Magnusson, Jamie-Lynn, TPS
Marchessault, Keith, HDAP
Marino, Charles, AECDCP
Martin, D'Arcy, AECDCP
Mason, Jean S., CTL
Mathews, Frederick, AECDCP
Matthews, Dona, HDAP
May, K. , HDAP
Mayer, Hanna, AECDCP
McCarty-Mayor, Mary-Anne, HDAP
McDougall, Douglas E., CTL
McDougall, I.C., CTL

McLean, Leslie D., CTL
McLean, Robert S., CTL
McLean, Ruth W., AECDCP
McLeod, Keith, AECDCP
McMain, Shelley, AECDCP
Meade, Edward, AECDCP, HDAP
Mellers, Anne E. HDAP
Messina, R., HDAP
Miezitis, Solveiga, AECDCP, HDAP
Miles, Angela R., AECDCP
Miller, Jack, CTL
Minsky, Sam, AECDCP
Mirchandani, Kiran, AECDCP
Misgeld, Dieter, TPS
Mockler, Susan, HDAP
Mojab, Shahrzad, AECDCP
Moreau, Mary Jane, HDAP
Morgan, Cecilia, TPS
Morgan, Robert J., CTL
Morley, Elizabeth, HDAP
Murray, H., CTL
Murray, S., HDAP
Musella, Donald F., TPS
Musselman, Carol, HDAP
Muzzin, Linda, TPS

Nagy, Philip, CTL
Ng, Roxana, AECDCP, TPS
Niccols, Alison, HDAP
Nifakis, Debbie, AECDCP
Nishisato, Shizuhiko, CTL
Norman, Geoffrey, TPS
Nussbaum, David, AECDCP

Oatley, Keith, HDAP
O'Banion, Terry, TPS
Oldershaw, Lynn, HDAP
Olsen, E. Christopher, TPS
Olson, C. Paul, SESE
Olson, David R., HDAP
O'Riley, Pat, SESE
O'Sullivan, Edmund V., AECDCP
Ozols, Edie, HDAP

Padro, Susan, TPS
Pan, Julia, TPS
Pascal, Charles, TPS
Paton, E., HDAP
Pedretti, Erminia, CTL
Pelletier, Janette, HDAP
Percy, John R., CTL
Perlman, Nitza, HDAP
Perry, Adrienne, HDAP
Persad, Shrine, HDAP
Peskin, Joan, HDAP
Peterson, Shelley, CTL

Peterson-Badali, Michele, HDAP
Phillips, Bryan, AECDCP
Picard, Erin, HDAP
Pierson, Ruth Roach, SESE, TPS
Piran, Niva, AECDCP
Poldre, Peeter, TPS
Pollock, Nathan, AECDCP
Portelli, John, TPS
Portigal, Terryl, HDAP
Prentice, Alison, TPS
Prichard, J. Robert S., TPS

Quarter, Jack, AECDCP, SESE
Quazi, Saeed, TPS

Razack, Sherene H., SESE
Rector, Neil A., AECDCP
Reeve, Richard, HDAP
Regan, Joseph, AECDCP
Regehr, Glenn, HDAP, TPS
Reibetanz, J.H., CTL
Reitav, Jaan, AECDCP
Reynolds, Cecilia, TPS
Reznick, Richard K., TPS
Richmond, Betty Jane, AECDCP
Rockhill, Kathleen, SESE
Rolheiser, Carol, CTL
Ross, John A., CTL
Rothman, Arthur I., TPS
Rothstein, Marsha, AECDCP
Rovet, Joanna, HDAP
Rusak, Stephen T., TPS
Russell, H. Howard, CTL
Ryan, James J., TPS

Saint-Cyr, Jean A., HDAP
Scardamalia, Marlene, CTL, HDAP
Schachar, Russell, HDAP
Schneider, Margaret S., AECDCP
Schugurensky, Daniel, AECDCP
Schwenger, S., HDAP
Schwartz, Michael, HDAP
Seccombe, Wallace, SESE
Selby, David, CTL
Seller, Wayne, CTL
Shackel, Denis, HDAP
Shafrir, Uri, HDAP
Shaw, Robin, HDAP
Silver, Judith A., AECDCP
Silvers, Ronald, CTL
Simon, Roger I., CTL
Sinclair, Lynne E., HDAP
Skolnik, Michael L., TPS
Slonim, Dalia, AECDCP
Smith, Dorothy E., SESE
Smith, Meagan, HDAP
Smith, R., HDAP
Smyth, Elizabeth M., CTL, TPS
Spada, Nina, CTL
Stanovich, Keith E., CTL, HDAP
Stanovich, Paula, CTL
Stephenson, C., HDAP
Stermac, Lana, AECDCP
Stewart, Dermot, HDAP
Stewart, Lynn, AECDCP
Stiegelbauer, Suzanne, CTL
Swain, Merrill K., CTL
Szekely, Eva, AECDCP

Tan-Willman, Conchita, HDAP
Tannock, Rosemary, HDAP
Taylor, Ann, HDAP
Taylor, Margot, HDAP
Ten Kortenaar, N., CTL
Thiessen, Dennis, CTL
Thomas, Alan M., AECDCP
Tiberius, Richard G., TPS
Toner, Brenda, AECDCP
Tough, Allen M., AECDCP
Townsend, Richard G., TPS
Traub, Ross E., CTL
Trifonas, Peter, CTL
Troper, Harold M., TPS
Trotz, D. Alissa, SESE
Turnbull, Miles S., CTL

Vigoda, Deborah, AECDCP
Volpe, Richard, HDAP

Wahlstrom, Merlin W., CTL
Wane, Njoki Nathani, SESE
Warner, Ronald E., AECDCP
Watson, Cicely, TPS
Watson, Jeanne E., AECDCP
Webster, Chris, HDAP
Weininger, Otto, AECDCP
Weininger, E., HDAP
Weiss, Joel, CTL
Wiener, Judith, HDAP
Wilkinson, Joyce A., CTL
Willows, Dale M., CTL, HDAP
Wilson, David N., CTL, TPS
Wilson, Robin J., AECDCP
Wolanski, Aimee, HDAP
Wolfe, Elgin, CTL
Wolfe, Richard G., CTL
Woodruff, Earl, CTL, HDAP
Worling, James, HDAP

Young, Arlene, HDAP

Zuker, Kenneth, HDAP
Zuker, Marvin A., TPS

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Director of Student Recruitment
F. Silver, B.A., M.Ed.

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CALENDAR 2001

January

S	M	T	W	T	F	S
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February

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CALENDAR 2002

January

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February

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April

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July

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August

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September

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October

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November

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December

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1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

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CALENDAR 2003

January

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
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December

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

CALENDAR 2004

January

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29						

March

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May

S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	